

# COLLEGE AND UNIVERSITY

THE JOURNAL *of the* American  
Association *of* Collegiate Registrars  
*and* Admissions Officers

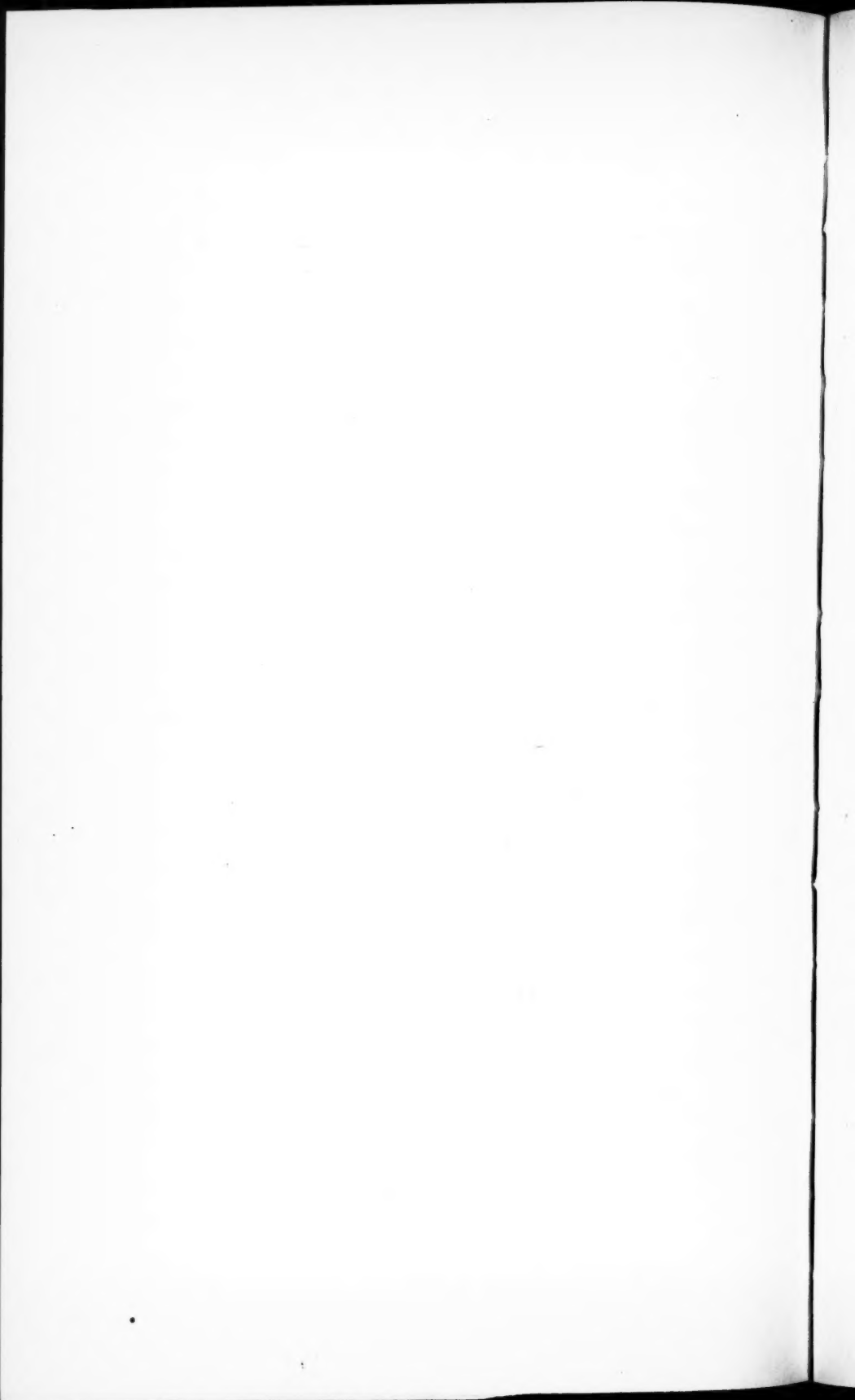


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## Contributors to This Issue

ARTHUR S. ADAMS was installed in May as President of the American Council on Education. He is a graduate of Annapolis, a former officer in the Navy, and came to the A.C.E. from the presidency of the University of New Hampshire.

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## John Ernest Fellows

THE THIRTY-SEVENTH PRESIDENT of the American Association of Collegiate Registrars and Admissions Officers is Dr. John E. Fellows, Dean of Admissions and Registrar at the University of Oklahoma.

As a veteran teacher and administrator in both secondary school and college, Dean Fellows brings into the Association's highest office a breadth of view and concentration of purpose that assure real accomplishment and progress.

The new President has been a high school teacher, principal and superintendent of schools. For 16 years he was Professor of Education and Director of the Summer School at the University of Tulsa (Oklahoma) and for 13 years was Registrar and Admissions Officer. He went to the University of Oklahoma in 1946 as Dean of Admissions and Registrar, and Professor of Secondary Education.

Dean Fellows has an outstanding reputation in professional work, particularly as a student of administrative procedures. He is a member of the National Education Association, Phi Delta Kappa, Kappa Delta Pi and Psi Chi. For the past five years, as chairman of the Oklahoma Commission on Teacher Education and Certification, he has assisted materially in raising the standards of teacher education throughout the state. In addition, Dr. Fellows has been very active for many years in working with the institutions of higher learning and the secondary school principals of Oklahoma, with tangible results in improved high school-college relations in Oklahoma. In 1948-49, he served as President of the North Central Association of Colleges and Secondary Schools.

Dr. Fellows is responsible for a manual on office procedure, worked out by his University staff, which has been studied by scores of universities and colleges as a model of work methods. He has served as associate editor of *COLLEGE AND UNIVERSITY*, and has been a member of A.A.C.R.A.O.'s committees on standard forms and handbook, as well as chairman of North Central Association's commission on research and service and its committee on teacher education. He holds the B.A. degree (1926), M.A. (1929), and the Ph.D. (1930) from the State University of Iowa.

The fine traditions of competence, faithfulness and diligence established by former A.A.C.R.A.O. heads will go on in the work of the new President.

W.C.S.



JOHN ERNEST FELLOWS

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## Industry's Lesson to Education

R. L. SUTHERLAND

CULTURE is something invisible, by which we are influenced without realizing it. I would like to mention just a few of this nation's distinctive culture complexes which indirectly affect all of our work, including that of registrars, admissions officers, recorders and other persons represented here.

The first tradition is the cultural emphasis upon scientific accuracy. It came from science, through industry, to educators. It is not just a matter of being exact concerning technology. Now there is an equal desire to be exact concerning people. Industry has its screening tests, used to measure aptitudes in advance of employment.

Likewise, in the field of education, we have had a wave of interest in being accurate about our human material, just as we are accurate with catalogues, examination schedules, and other impersonal objects. We like to classify students according to percentiles or according to personality profiles. Indeed, one of our universities in Texas at one time, fortunately no longer, actually gave the student his percentile rankings on a card, which he took to the adviser at registration time.

We like to predict success on the basis of measured variabilities. There are predictions of success even in the area of marriage—and the most widely used prediction chart was developed by a confirmed bachelor!

A second cultural trait in this country is our emphasis upon organization. There are many top drawers in the offices of superintendents of industries which have neatly drafted charts showing the flow of authority. Each person can see his department in relation to others. Authoritarian hierarchy has not been exclusively the possession of the military. It has entered industry and education, as well.

A third cultural characteristic is the trend toward expansion. We seldom like contraction. As your Chairman pointed out, the present period of contraction in enrollment is something we want to put behind us as quickly as possible. To do so we immediately talk about population trends of five, six and seven years hence, in the hope that we will soon be in that period. Within any organization in this country, even a college, there is a tendency on the part of every department and every officer, not to restrict his function but rather to expand. The personnel functions of a college tend to enter the field of the curricular. Likewise the classroom teacher is becoming personnel minded as is also the dormitory counselor and the director of athletics. Each is intent upon expanding his function and can find educational rationalization for doing so.

The fourth trend is the cultural emphasis upon freedom. Our people have taken seriously the admonitions of Fourth of July speakers to the effect that the individual is unique, the individual is worthy of attention regardless of his abilities, and the individual is free to make decisions, political, religious and otherwise.

This emphasis upon personal freedom has caused individuals to develop a number of subsidiary attitudes not consistent with the trends mentioned above.

For example, persons in this country do not like to stand in lines even if they are well organized registration lines. They do not enjoy being ignored as individuals, being pigeon-holed or numbered. Many people do not like to be advised or to be counseled, because it seems to reflect on their personal freedom and dignity.

On the other hand, the counselor loves to counsel, because that causes him to have a sense of security, a sense of power and a sense of personal importance.

There are exceptions to every cultural trend mentioned but there is probably enough accuracy in the above picture to help us understand that contradictions in personal behavior are often a reflection of con-

traditions in cultural heritage. There is some evidence that industry is ahead of educators in recognizing these factors and in taking fuller account of the human material with which it works.

For example, I shall be present at a luncheon meeting in Houston which will be attended by representatives of the oil industry, of the largest department store in the city, of the largest manufacturer of oil drilling bits and of several other industries of this area. These people, oddly enough, are coming to a meeting which is called by an educator to consider the mental health, the human relations, and the sociological problems of industry.

Few colleges have invited industrial leaders to the campus to help analyze methods and implications of education.

One of our colleges in Texas, teaming up with one of our management associations, every month of the year has a full week's institute for line foremen,—not top managers, but line foremen. They come in from Dow Chemical, from Humble Oil, from the timber industry of East Texas and the paper mills of Lufkin and the banks of Dallas, etc., and they live for a week in a hotel. At 8:00 o'clock in the morning they go to this campus and work until 5:00 P.M. It is a group of only 20 or 30. It is kept small enough so it can be a round table; an in-service training program on supervision. They have a different leader each day and then they have continuity leaders during the week. Industrial foremen are now being taught to ask, "I wonder why that man behaved as he did? I wonder what mistake we have made in assigning him to this particular job? I wonder why he feels so resentful against the company? I wonder what new method or what new points of view we could take? Why is it that I, as a foreman succeed in working with one man and fail in working with another?"

These foremen, in spite of their limited formal education, are trying desperately to understand the variability of human nature, not in order to reject that which does not fit into the industry pattern, but rather so as to work effectively with all types of personnel. Industrial leaders are often showing more tolerance and understanding, more flexibility in methods and less desire to reject, demote, and fire than do some educational leaders.

Indeed, several current trends in industry would appear to be relevant to education. First, industry has learned that attitudes, feelings and morale of persons are as important as measured aptitudes. For

example, right here in Houston, when, following World War II, one of the new ammunition plants had to return its workers to the mother plant, an interesting method was followed.

The superintendent might have gone about the transfer by analyzing the personnel record of each man and making assignments mechanically. Instead the personnel director said to each worker, "In about a month we are going to close this plant and you will be given an opportunity to transfer back to the old factory without losing seniority or rate. We have studied your record and find that there are three jobs for which you are definitely qualified and there are two others for which, with a little re-training, you could get ready. We would like to have you take off a day or two and go back to the old plant to look around. Visit your old buddies, examine these jobs I have mentioned, and when you are ready let us know which you prefer." In following this method, the company was respecting the individual's dignity and right of choice.

Morale studies are now common practice in industry. Top management wants to know where the sore spots are—what the real attitudes of all staff members are. Management even retains psychological consultants to analyze weaknesses in human relations at the top level.

Another concept in industry which has not yet been established in education is that of "consultative management". One advertising agency, for example, brings together all of the department heads before a new person is employed and each person interviews the applicant. When a decision is finally reached, it is not the boss's decision but it is the group's decision. Because it is, all staff members of the advertising agency are anxious to see the new worker succeed.

The Sylvania Corporation is practicing decentralization of management as well as of plant location. The head of one of the factories is, indeed, in charge. He can even pass on contributions to the Community Chest without checking with headquarters. In J. C. Penney Stores, the local manager is really an indigenous person. He is encouraged to become identified permanently with the community.

In other words, industry is finding that intangible factors like freedom, good will, and loyalty are more important than organizational charts and jurisdictional lines in achieving high efficiency.

Standard Oil of New Jersey, which is one of the largest companies in the world, might be expected to operate according to organizational



charts. Instead, one of the top officials said, "Of course we have those charts, but we keep them in the drawer, and many of them are long out of date. If we had to run this company on the basis of jurisdictional lines, we would get in each other's hair, we would have animosities, and we would accomplish little." He added, "The only way you can run a large organization is by good will, by personal attitudes, and by developing a feeling of 'family' unity."

A second characteristic which is emerging in industry, and may be relevant to education, is co-operation, not in talk but in practice. We educators have talked for decades about "learning by doing". And yet not many of us practice this philosophy in instructional methods. Most of our co-operation does not include students in the planning of courses, in the setting of educational goals, and in the other really stimulating activities of a college. Instead, students do the listening and the note-taking at a period in their development in which they have a great desire for status, responsibility and freedom of action.

The Bayway, New Jersey, refinery is run by co-operative committee meetings. Some educators complain about too many committee meetings on the college campus. I think we might rather complain about poorly planned or conducted committee meetings. At Bayway there are three committee meetings every day. Each person around the table has a chance to tell what production adjustments are necessary in his department. At the end of the first committee meeting, a one-page summary of what they have found is prepared in five minutes and placed on the desk of the chairman of the next meeting, that of the maintenance group, and so on.

I asked the superintendent, "Don't you have any odd people in your committees such as we have on a college faculty—people who are jealous, people who want to talk all the time, or stuffed shirt people? Don't you have any kind of personalities that interfere with this democratic planning of work in an industry?"

He said, "We had at first."

"Did you fire them?"

"Oh, no, no," he said, "we didn't fire them. This committee process itself gradually smoothed off the rough edges. You can't talk all of the time, day after day, in a committee and get away with it, because the stakes are high. If one person tries to impress the boss by talking most of the time, that means that the adjustments in production cannot be

made and there will actually be a stoppage in the plant sometimes with danger to life. The stakes are so high that it is obvious you cannot be queer. You have to play the game of co-operation."

In college we give red marks if a person doesn't do well in his performance, but the stakes seem academic and artificial rather than real. How can we make them appear more real?

In the third place, there is a shift in communication methods. At one time, communication was according to manuals for supervisors which even told how to handle human material. Industry was run by rule books, orders of the day, mimeographed releases, carbon copies and inter-office memoranda. As evidence of change, one Texas company recently spent \$30,000 to develop new methods to communicate one idea to about 15,000 employees. That is rather costly. It would only cost about \$100.00 to mimeograph the material and send it to every employee. The new method was a personal one conducted largely by means of small discussion groups.

And finally industry has proved that it has faith that people can change for the better. It has lost a good deal of its cynicism and developed considerable idealism. Industry has found, for example, that people do not live by wages alone.

Many industry leaders are finding that intelligent selfishness is far too low a motive to appeal to; that there is a certain desire for nobility, a desire for a sort of here-and-now immortality. Each person wants to leave behind him something that is permanent, some improvement in community life or industrial development.

So these concepts encourage us to drop our cynicism and once again think well of people, not think naïvely, but neither should we sell them short. If persons who are on the job and on the firing line in human relations can develop and act upon the basis of motives which are less sordid than simply the dollar mark, then I think possibly we, too, should renew our faith in students, even in those who do not have the most optimistic personality profile in our records!



## The Immediate Outlook

ARTHUR S. ADAMS

I AM PARTICULARLY delighted to be with you today because I have long held the view that registrars and admissions officers are in a peculiarly important place in the academic hierarchy. Some years ago when I was a member of the staff of the Colorado School of Mines, I was a metallurgist and there I learned very well that the effectiveness of the concentration process depended very largely on the selection of the ore that goes into the head end of the mill. By analogy, the admissions officer who determines the individual who shall come to college is in a most important place.

Likewise, the registrar who has the responsibility not alone of keeping records but of predicting enrollment for the future has a lot to do with the outlook and philosophy of the institution which he serves.

In many instances, elaborate techniques have come into the business of registration and admissions officers and I have been considerably encouraged to see that they have not fallen in love with those techniques to the extent that they have become undue specialists. It reminds me of what can happen in undue specialization when I think of the young medical student whose father was a general practitioner. This young medical student had seen his father getting up in the middle of the night and going out on emergency calls and decided that if he followed medicine, he didn't want to be subject to such demands. So while in medical school, he wrote to his father and he said, "Dad, I've decided that I am going to specialize; I'm going to specialize on eye, ear, nose and throat."

The father wrote back and said, "Son, I can understand why you want to do that. I think that is all right."

Came his graduation from medical school and he accepted an internship with a somewhat more limited field. He wrote to his father and said "I have decided that the eye hasn't too much to do with what I am interested in, so I have accepted this internship in ear, nose and throat."

Time went on and he completed his internship and accepted a residency. He said, "Dad, I think I would better narrow my practice a

little bit, so I can really know a lot about what I do know." He said, "I'm going to limit myself to the nose and throat."

After a while, he went out into practice, and at the end of six months or a year he wrote to his father and said, "Dear Dad: I think the thing I really want to do is to concentrate on the diseases of the nose."

To which his father made a classic two-word reply: "Which nostril?"

I think sometimes in our absorption with techniques we are apt to get into precisely that sort of box, but, in general, it is my observation that registrars and admissions officers have retained a broad view, the all-important over-all objective of education, which is so vital to fully effective performance of our functions. So that it is with the greatest pleasure that I come to meet with you who have so much to do with the welfare of higher education in America.

I recognize that in coming before you, there are a number of items on which you would like to have the latest word. As Dr. Kastner has indicated, it is a part of my job in Washington to try to keep current with the situation. Like all of you, I have my own private crystal ball. It isn't very clear, but there is one thing about it; I have to dust it off frequently, and so in dusting it off, perhaps I am able to get some views which might not reach you.

It is the function of the American Council, particularly in these days, to keep itself ever alert to developments in the national scene. These include not only developments in the Congress and in the governmental agencies but developments in institutions throughout the country. This, then, is the first function of the American Council, to be a listening post, if you please, for American higher education, to get the word, to try to be a little different from that paraphrase of the Bible—and I don't mean to be sacrilegious—"In the beginning, there was the word, but very few people got it." So we try to make sure that many do get the word.

And then our second function is to reflect information to all of the membership promptly. Now, I am not sure that all of your presidents immediately route to you the copies of our bulletins as soon as they are received in their offices. If they don't, I wish you would ask for them, because we like to feel that these bulletins, along with other information coming to you, will be useful to you in making your plans.

To the first function of the Council of being an alert listening post, there is added the second function of publishing and distributing widely the information obtained.

And the third function is to be a sort of megaphone or loud speaker for education in relation to the Congress and the government departments. After the institutions of the country have come to an informed judgment about educational policy, it is then the function and responsibility of the Council to reflect that judgment to all interested agencies of government.

You will recall back in January when many students were leaving the campuses to enlist in the Air Force and the Navy because they had concluded that if they remained on the campus until they received "greetings", they would then have no choice of service. Entirely apart from education's interest, this was clearly not in the national interest, nor in the interest of the armed services themselves. Even though one might assume that it was giving the Navy and the Air Force a bit of an edge in trained personnel, it is not in the national interest for any one branch of the service to have ways and means of obtaining personnel better trained than that of any other branch. All this was reflected to the Department of Defense; in company with representatives of the Association of Land-Grant Colleges and Universities and in the incredibly short time of eight days—now, it may not seem to you that eight days is a short time but, believe me, it is lightning-like rapidity in Washington—in the short time of eight days, General Marshall and General Hershey issued jointly a directive with which you are familiar, holding open the opportunity of selection of branch of service for those under postponed induction for 30 days after the end of the academic year.

A fourth function of the Council is that of carrying on research and operational activities having to do with education. There are some thirty-two committees which are carrying on research projects or operational projects on all conceivable activities, ranging all the way from an analysis of how educational policy may develop in the decade ahead, to a project concerned with the orientation of foreign visitors to the United States.

It has been very instructive to me, because I knew about the informational activities of the Council when I went there, but I certainly didn't know about these research activities, and you can imagine my surprise when I found that I had inherited membership on a number

of different committees in the Department of State alone. Now, I don't know whether I should recite that or not. There are some folks who think the State Department isn't doing too well, and perhaps I should disavow any connection with it, but it is encouraging to me to learn something of the good job that is being done in the State Department in many directions despite all of the newspaper criticism.

It is out of the background of this sort of an organization that I speak to you, an organization which seeks to give effective service to education, in information, in publication, in representation, and in research.

A week ago Friday, there was a meeting at which representatives of General Hershey spoke in connection with the implementation of the new draft deferment procedure. Your President was present at this meeting and some very important things were discussed there which will be of special interest to each of you. I would like to tell you the story of what happened.

The request was made, "Could there be a uniform form for reporting the class standings of individuals along with their aptitude test results, in order that everyone might be evaluated on the same basis, in order that the manner of presentation would not be prejudicial to the candidate?"

At first, there seemed to be obstacles in the way of setting up such a form, but subsequent discussion led to the possibility that it might be done. Then, on the following Sunday, I had the privilege of appearing with General Hershey on the Liberty Network program "Youth and the Draft", which, by the way, is a continuing feature every Sunday night on that network, and I asked General Hershey this question. I said, "Is there any reason why Selective Service and various other interested agencies might not get together to develop a uniform form for the reporting of individuals subject to draft deferment, or of draft age?"

He said, "Why, there is not objection at all." He said, "Of course, that is just a detail," but so long as he had said there was no objection, I felt better. Then, when I came here, I found out from your President that during the intervening days, developments had occurred by which such a form is now in the process of preparation.

The whole thing comes together and we do have, I think you will agree, a more sensible way of procedure as the result of having a uniform way of reporting these matters.

Now for a word or two about current developments. There has been much concern about the manpower situation ever since the signal was flashed by the invasion of Korea that Soviet Russia was determined to proceed with a policy of aggression. It undertook that policy of aggression in a new way, aggression by action of satellites. Not only has it done that, but also it has compounded the process with the interference and intervention of the Chinese Communists in the Korean situation. We know that our opponents are prepared to move forward aggressively to the accomplishment of their end of imposing communism on the rest of the world.

How shall we meet it? We can't meet it in manpower alone. We have to meet it in terms of better productive capacity, in terms of more alert citizenry, in terms of a greater development of technical skill. And when I use the word "technical", I am not referring to the manufacture of atomic bombs, proximity fuses, aircraft carriers or atomic-powered submarines. I am referring more to that over-all awareness of nature and society in all their manifestations, by which one is able to move more effectively toward a given objective. And so, in speaking of technical competence, I would include ability in just those subjects which have been dealt with so admirably by Dr. Sutherland, the business of human relations, of people getting along with people. The contribution of the sociologist, the psychologist, the historian, the political scientist, all of these are as essential to the days ahead as are the contributions, perhaps more obvious, of the physicist, the chemist and the engineer.

I make that point because it has been abundantly clear that the fashion of deferment by academic major, prevalent during World War II, is no good during this time. During World War II it was my privilege to serve in the Bureau of Naval Personnel and many times we started schools for particular specialties, the need for which had evaporated by the time the first class had been graduated. And so it is, then, that we cannot tell for sure just the type of specialty we will need in this decade that lies ahead, which I like to call the decade of decision.

In this decade, we are going to need the broadest sort of technical competence. So, then, our manpower problem has been primarily one of determining how we can meet military needs and civilian productive needs all at the same time.

As you know, there have been two bills in the Congress, the



Senate Bill and the House Bill, providing for universal military training and service. These bills are now of very different character. The Senate Bill provides for a period of service of 24 months, induction at age 18, and a four-month period of universal military training. The House Bill provides for 26 months of service, no provision for universal military training: that is, no specific provision other than the establishment of a commission of 5, three of whom are to be civilians and two of whom are to be military personnel, to plan a program for such training to be submitted to the Congress within six months. Upon its submission, the Committee on the Armed Services must report within 45 days and must take definitive action before any plan goes into effect.

Our national problem, then, is primarily one of reconciling these two bills and also of providing for an interim period which shall carry on the dual needs of the military and the civilians until whatever plan is adopted comes into full force.

Now, many people have not been informed as to what the problem is and they have rushed into print with all sorts of reckless statements. What are these statements? One is that we are creating an educational elite, we are creating an aristocracy of brains; that an individual who goes into the service is too dumb to go to school, and various other epithets. I don't doubt that before long we will hear people, who are in education, who are students, maybe, identified as they were in World War I as suspect, as being slackers. These are hard terms and they affect youth mightily. It is our job to get the facts in order that we may reflect the facts to youth, in order that youth may make informed, sensible judgments as to the right thing to do.

We have already seen in the newspapers some of the things that have been said. I am happy to see that the temper of these pieces is cooling off a little, because I do not feel that these attitudes were justified by the facts. Why? In the first place, in no instance and at no time, I repeat, at no time, was the draft deferment procedure envisaged as in opposition to either the Senate or the House Bills for Universal Military Training and Service. It was designed as a measure by which we could continue to meet the needs of the armed services and at the same time determine those who would remain in college while the Congress was making its determination of over-all manpower policy.

The real alternative to the draft deferment procedure is the one

upon which I have just touched, namely, we either defer by academic major or we defer by capacity and performance, and I ask you, which is the more just? When we don't know the occupational specialty we will need, are we wise, then, to continue that method of deferment found to be inadequate in World War II?

Some say, "Let's draft all the college students."

Well, in the first place, that is ridiculous, because the armed services couldn't take that many. In the second place, it is unfair, because why should students, those who have capacity and who have demonstrated performance, have to assume an undue proportion of their patriotic responsibility? The figures show—and you know them better than I—that approximately one young man out of three now attends college. If you took all of the college students, then, obviously, you would be taking greater than the percentage that need be taken to meet present military needs. So the objective was to find a fair way of determining those students who would be permitted to continue their studies, to find those most likely to succeed, not for their own advantage, but rather to provide that continuing flow of educated manpower so vital to the nation's welfare.

Is this any different from the means that you and I use for appraising scholarship applicants? Do we not seek those who seem most likely to succeed in conferring upon them the financial and prestige benefits of a scholarship?

To repeat, then, the first objective was to provide for the interim. The second was specifically—and I need to say this, because I find well informed and educated people with whom I have been talking who have missed it entirely,—that deferment is not exemption. And yet that is the very basic point upon which most of the antagonistic newspaper pieces have been written. It has been written just as if the person who is deferred is automatically exempted from all patriotic responsibility. This is not correct, as I am sure you understand. The liability for military service persists in every instance. It may well be that upon completion of the college course, the individual may find employment, let us say, in an aircraft factory, in which his contribution to the national welfare may be greater than in military service. His deferment then would be based again upon his performance in the job which he obtains. But if his job is not a truly essential one, his contribution would then be made in military service.

Another and third point which is often missed is that we say, all

of us, that we are in a period of tension. I am getting to be a little bit allergic to that term, because I have heard it used so much. I think we must recognize that we are in for a new way of life, because I see no change in prospect for the next decade or more. I can't conceive how crisis can be so continuing. Crisis, to me, means emergency, and I don't see any emergency about it. I think it is going to continue to be like this for a decade or more.

A thought comes to my mind in reference to the beautiful music we heard from the Prairie View A Cappella Choir. When they were singing those spirituals, I thought, "Well, to me, that suggests that perhaps the theme song of the Association of Registrars and Admissions Officers in the next decade may well be another spiritual, 'Nobody knows the trouble I see'." There is going to be lots of trouble. Let's recognize it. Let's face it realistically, because we have the strength to meet it and to solve these problems.

But what kind of a situation is it likely to be? The best we can do is to base our judgment on the present. At the present time, we have approximately three and one-half million men under arms. How many men did we have at the peak of mobilization in World War II? Fourteen million. We may consider the peak of World War II to have been an all-out emergency. Therefore, if you want to get at it fractionally, I would say that currently we are in a one-quarter emergency, except that I don't think it is an emergency; I think it is the way it is going to be for quite a while. But it is not one of these all-out efforts; it is a tempered effort, and that is very much more difficult to manage than an all-out effort.

Wasn't it Henry James who said so wisely, "What the world needs is a moral equivalent for war?" We do pretty well when we go to war, but this business of uncertainty we find frustrating, disquieting, upsetting, and this is exactly what our enemies had hoped would result. We play right into their hands when we do become hysterical over the problems that we have to solve. This is the time for balanced judgment, for answering every reckless statement that we hear with the comment, "Now, wait a minute. What is that again?" That, I think, should be our watchword. Perhaps we should count three before saying anything, in order that we may be sure that we are not led into a situation which will be dominated by emotion rather than reason.

The fourth point on which I should like to dwell is in relation to



prospects for the future. Late in January, the American Council got out its estimate of enrollments for the next academic year, recognizing that administrators, and particularly registrars and admissions officers, would like to know what our estimate might be, not that it would be exact, but that at least it might be helpful.

We sent out these estimates and we tried to recite as fully as we could all of the supporting data, items of information, that seemed to us to justify the estimates we made. Let me say firmly and without equivocation, I see no reason today to change those estimates at all. Over-all, these estimates looked to a national reduction in the enrollment of males of 20 to 25 per cent. This would mean a reduction in the over-all, both male and female enrollment, of something around 15 per cent. I think these are conservative figures and I think they will stand up.

Let me state again the reasons why I think so.

In the first place, I am morally certain, and our staff is morally certain, that the needs of the armed services for men and the restrictions on the drafting of 18-year-olds that have been discussed in both House and Senate will operate so as to prevent very few 18-year-olds from carrying out their plans for attending college. I don't see many 18-year-olds being drafted next year. I would even venture the thought that with one proviso which I shall touch in a minute, it is conceivable that next year's freshman class may actually be larger than last year's. I do see a number of students being drafted in the three upper classes, but I feel certain that the draft deferment procedure which has been announced will carry forward. It may well be that some of its provisions will be modified; it may well be that they will have different labels; the language may be changed; the prepositions, the articles, and the conjunctions may be moved about but, in essence, something of this sort must be provided or else the draft boards have no guide whatever for determining which college students shall be drafted.

It seems very much against the national interest for such hit-or-miss methods to be carried out. Assuming that some college students need to be drafted in order to meet military needs, if we do it on a pure chance basis, then we may be interfering, and substantially, with that orderly, continuing flow of educated individuals in all walks of life. Therefore, if this procedure does not continue to be the one adopted,

I see very great damage to our national structure, and I think this is well understood in the government departments and in the Congress.

Therefore, while it may well be that Mr. Kilday's amendment to the House Bill will prevail, I don't think that will change things very much. Mr. Kilday's amendment provides that these draft deferment procedures shall only be advisory to draft boards and shall not be mandatory. Well, that is all they set out to be in the first place, so it simply puts into legislation that which was already in regulation.

I haven't heard any other plans suggested for the modification of these procedures. This, then, means that registrars, especially, are going to have a lot of work to do to keep draft boards all over the country informed as to the status of the students in their institutions. The measure in which this is done effectively, promptly and understandingly will be one of the greatest contributions, not only to education, not only to the institution one serves, but also to the vital national need of having this continuing supply of well-educated manpower.

A minute ago I referred to a proviso that could greatly affect the validity of the enrollment estimates for the fall of 1951. I believe this qualification is of the greatest importance, and that is why I save it to the last. It is the attitude of the individual student. If he ever gets the notion that he is being considered a draft dodger, that he is being considered a slacker, his interest in continuing his education in order to contribute to the national objective of having a continuing flow may not seem very important to him. Remember how you and I were when we were 18 or 19. If the fellow down the street came out with a red tie, we had to have a red tie the very next day. I speak only of the boys, because I know them a little better. Perhaps the girls can supply their own analogies. But young people are bound to be more susceptible to public opinion than we are. Moreover, they haven't had the years of experience to mature their judgment that we presumably have had. Therefore, we need to give all possible effort to making clear to young people what the real issues in this situation are, because if they get the attitude that it isn't good, that it isn't acceptable to go to college, our halls will be empty. This would be a catastrophe for the educational institutions, but of far greater and overriding importance, is the fact that it would be fatal for the nation.

There is our greatest problem, not to persuade youth, but to inform youth as to what are the facts in this complex situation. If we do this

—and I am sure we will—I have the feeling that education will identify new aims and objectives that will be far more valuable and significant than those that we have had in the past.

It is a great job of teamwork that we have ahead of us, just as Dr. Sutherland has pointed out so well. I don't feel badly about the future. I hope you don't, because it strikes me that the greatest satisfactions in life are those to be realized from overcoming handicap and hazard, not from the easy, soft, fat times. In the history of your institution, what are the times which are referred to with the greatest satisfaction, the time when the struggle was at its height or the time when there was adequate money and support? Or was there ever such a time? No, I think we can rest assured that we only grow by stretching and, ladies and gentlemen, we have a lot of stretching to do. Thank you.

## A Professional Approach to Accreditation of Service Experiences

CHARLES W. McLANE

A HEAVY professional responsibility for the evaluation of educational experience of service personnel rests upon each member of this Association. It requires a high degree of professional competence on the part of the registrar or admissions officer to judge what courses in residence, extension or correspondence, and what credit for service school training, subject matter examinations, or tests of General Educational Development are appropriate to the student's curriculum. This officer often must judge, too, whether or not such credit is in duplication. Even in those schools where advanced standing is granted by the dean or other officer, such credit usually is based upon information furnished by the registrar or admissions officer, and frequently is granted only upon his recommendation.

To grant blanket credit for service experience does not take into account the individual differences in students before entering the services, the differences in their educational experiences while in the services, or the differences in the extent to which they profited from such experiences. In this connection, I am reminded of a story which certainly is not original, but the author is unknown to me.

Once upon a time the animals organized a school. They decided to teach swimming, running, climbing and flying, and selected a principal who decided that all students would take all of the courses, because it was easier to administer the school that way.

One of the students was a duck, a fine, upstanding, intelligent, hard-working individual whom his classmates had voted "most likely to succeed". He made excellent grades in swimming and, in spite of his short legs and short wings and his heavy body, he made passing grades in running and in flying. But he could not climb. It is true he had no natural ability for climbing and certainly lacked motivation, but he tried hard, and he often was kept after school for special help. As a last resort, he tried to climb rough bark trees and even thorn trees, but only succeeded in wearing out the webs between his toes. Then, because his feet were sore he began to fail in running. He

learned to beat upon the ground with his wings to assist his running, but this destroyed his flight feathers, and soon he was failing in flying. With sore feet, his swimming grades fell, and at last he was dropped from the school for academic deficiency.

As a result he couldn't go away to college or qualify for medical school. He couldn't become a doctor unless he were willing to be a "quack doctor", but he was a man of too much principle for that. So, he took a job in a local hardware store and it is a matter of record that eventually he became owner of the business, a member of the Rotary Club and president of the local Board of Education.

Now the squirrel did as well in climbing as the duck had done in swimming. His grades in running were also excellent. In his youth he had even learned to fly a little. When only a small squirrel, he had found that he could climb to the top of a tree or to the end of a limb and by jumping off into space, spreading his feet, and using his tail as a rudder he could fly to another tree or to the ground a considerable distance away. His teachers, however, told him this was all wrong; he must learn to fly from the bottom up and not from the top down. But, alas, he had little aptitude for swimming. Web feet and an undercoat of oily down to protect him from the water would have made swimming so much easier and so much more enjoyable! He also lacked motivation. As far as he could see there was no reason why a squirrel should swim. Because of his failure in swimming and the frustration due to having to learn to fly all over again, he ultimately suffered a nervous breakdown and was committed to an institution.

Another promising student was the eel, the son of a prominent family who lived on the right side of the railroad tracks. From his infancy he had received careful home training and was courteous, considerate, and socially well-adjusted. From earliest youth he had brushed his teeth twice a day and seen his dentist twice a year. He was intelligent, hard-working and popular with students and faculty alike. Swimming was easy for him and he made excellent grades in that subject. In his other studies he noted assignments carefully; he knew all about the theory of flight, running and climbing; he knew the records of famous individuals in these activities; he could write examination papers that were almost letter perfect; but he could not climb; he could not run, and he could not fly. This put his teachers on the spot. It would be difficult to fail such a nice student from such a fine home, and who tried so hard. So they gave him C's for these courses

and with the high marks he made in swimming, he went away to college on a scholarship.

You can make your own application of this story to the evaluation of the educational experiences of service personnel. In this connection, the Commission on Accreditation is not primarily concerned with the amount or course designation of the credit you may grant on this basis. It *is* deeply concerned, however, that whatever credit is granted be consistent with the school's philosophy of education and appropriate to the individual's educational program. The Commission would emphasize that credit for educational achievement (from whatever source) should be granted in such manner that the student's remaining program will challenge his abilities and make it possible for him to satisfy his educational needs and interests through his own efforts and with the aid of the facilities provided by the school.

The chairman of a department once told me that in his opinion a certain policy was sound but that it wouldn't work because it required faculty co-operation. If we, as registrars and admissions officers, hope to attain or to maintain professional status, we must accept a large share of the responsibility for the development of sound policies governing the admission and classification of students. But this alone is not enough. Our ability to secure faculty acceptance and support for these policies is an important measure of our success.

During the last few years I have attended a dozen or more educational conferences on the theme of life adjustment education. During this time, also, it has been my privilege to visit numerous high schools and higher institutions. In many of these schools, it appeared that an intelligent approach to the needs of students was resulting in a vital, challenging educational program producing real benefits to the individual and to the supporting society.

But sometimes it seemed that the discussions outnumbered the deeds in this area. Even in the area of accreditation of educational experiences of service personnel we often do not farm nearly as well as we know how. It seems to me, however, that in times like these we cannot afford to do less than our best.

In view of the present world conditions, few, if any, of us would question: (1) that many young men now in high school or college will soon be in military service; (2) that such service will constitute a serious delay or interruption of the college program of many of these men; (3) that high schools and colleges have a responsibility



for pre-induction educational advisement of these students; (4) that following their separation from the services, their return to formal educational programs must be encouraged and facilitated, and (5) that the educational experiences of these men while in the service must be carefully evaluated as a factor in their proper placement in school following their return.

To be sure, there is room for argument as to the extent to which the school is responsible for the services just enumerated. For example, just how much pre-induction advisement is necessary and helpful? However, I shall not attempt to answer that question. Instead, it seems wise to make a "life adjustment" here—to recognize that this same question of the proper scope of the guidance program is at the bottom of many of the differences in the ways by which schools attempt to help their students in making decisions, such as whether or not to attend college, what college to attend, and in the selection of "majors", "areas of concentration",—or what do *you* call them?

It now appears that for the next decade or so Uncle Sam (or you might say Uncle Joe) is not going to leave the student much autonomy in the development of his educational plans. In this connection, I am idealist enough to believe that the schools represented here are genuinely interested in the welfare of each individual student enrolled; but realist enough to know that these same schools are also vitally interested in their own institutional existence. The pragmatist, however, will try to make such an adjustment to this situation that both interests may be served.

This problem seems to consist of three questions: (1) what can be done for the student before he enters service?; (2) what can be done for him while in service?; (3) what can be done upon his return?

I believe that before entering service the student should receive academic instruction that will help him to understand the world order in which he lives, and to appreciate and accept his privileges and responsibilities as a citizen. I agree with you that this is a huge order, but it is one that I believe the teachers of America can and will deliver.

For example, the *New York Times* recently reported that Teachers College, Columbia University, is now co-operating with the armed forces in the development of a citizenship course for military personnel. The proposed handbooks will include basic information and will

present "situation exercises" for study and discussion. The purpose of the course will be to make it clear to servicemen and women what it is they are defending and risking their lives for. I don't know whether this course will be any better than previous attempts to substitute student activities for lectures in this area, but no effort is being spared to make it a fine program. An important consideration is that competent civilian educational consultants are preparing the program, and other civilian educators who have studied the proposed course feel that it has real promise of success. If such a course can be vitalized for military personnel, it is also possible to develop such a course for civilians.

Prior to induction, too, the student should be told how he may continue his educational program while in the service. But for this to be possible, he must have an educational plan, and he must have reliable information about the educational programs open to him through the United States Armed Forces Institute, and the Marine and Coast Guard Institutes. He should know, too, that the services operate many formal training schools for which academic credit may be granted by civilian institutions. This is a challenge to your academic advisers. It will test their resources in terms of time, materials, intelligence, and energy, but it will increase the probability of the return of your students to a program of formal education following their periods of service. In this connection, "Higher Education and National Affairs", American Council on Education, Bulletin No. 168, March 19, 1951, should be helpful.

While in the service the student often writes for information and advice on how to continue his education. I know from experience that such correspondence places a heavy burden on the registrar's office, but we must remember that these are former students whom we hope to see again, or that they are prospective students whom we hope to enroll sometime in the future. Above all, they represent American youth whose higher education has been interrupted by military service and who are appealing to us for help in the solution of their problems. I am confident that they will not be disappointed.

Upon their return to school these men will be more mature than many of their classmates. They will be in a hurry to complete their formal education, to find a job, and to live a normal civilian life. Many of them will have achieved significant educational development while in the service, but others will have achieved very little.



No one school or college can hope to collect directly from the services adequate information concerning these educational and training programs, nor to find time to evaluate them, were all the information at hand. For this purpose the American Council on Education has established the Commission on Accreditation of Service Experiences to assist educational institutions, and national, regional and state organizations, in the evaluation of the educational experiences of military personnel.

The Commission has established channels for the collection of information concerning the armed forces education programs and various formal training schools. In the evaluation of these courses, the texts, lesson plans, and final examinations are submitted for evaluation to three or more civilian educators qualified in the particular field of study. The Commission's recommendations are prepared from the reports of these consultants. The "Guide to the Evaluation of Educational Experiences in the Armed Services", published in 1945, was developed in this manner. As courses or training programs are developed or revised they are similarly evaluated.

Educational institutions desiring an evaluation of a specific course or training program not found in the *Guide*, or which they have reason to believe has been revised or established since the *Guide* was published, may secure evaluations upon request. In this connection, Bulletin No. 3, "Accreditation Policies for Educational Experiences in Military Service", published under date of March 15, 1951, contains the latest official recommendations of the Commission, and also includes detailed instructions concerning requests for advisory service. This bulletin was prepared in response to many recent requests from civilian educators, and copies have been mailed to high school principals and to presidents and registrars of higher institutions. It is believed that these recommendations will be useful in the development of practices which will assist in the proper educational placement of students returning from military service.

I shall not attempt here to present detailed recommendations concerning the various phases of the educational experiences of military personnel. Instead, it is assumed that if you have not already done so, you will read the Bulletin, previously cited, and will consider the following comments as supplementary or illustrative material.

The recommendation concerning credit for basic or recruit training has been questioned by the College Physical Education Associa-

tion and other groups interested in that field. The bulletin, however, emphasizes the Commission's viewpoint that every school is free to accept, modify, or revise the recommendations of the Commission. Indeed, no recommendation of the Commission should be accepted by a school or college unless the institution feels that such policy is consistent with its philosophy of education, and appropriate to the individual student's program of study.

For example, in deciding whether or not physical education will be required of veterans, it would be appropriate to consider that veterans are more mature, more impatient to complete their formal education, and to catch up on normal civilian activities. No one realizes better than those of us who have worked in the admissions and registrars' offices, that the veteran will question any requirement that cannot demonstrate its actual value to him. Schools, therefore, will want to study carefully their offerings and their policies, to the end that no required courses may seem to be meaningless to any part of the student body.

In connection with the granting of college admission, or of high school equivalency certificates, on the basis of high school level General Educational Development Tests, it is important to know that the Armed Forces Recruiting Service is under instruction not to solicit enlistment of high school students prior to graduation. Also, the Selective Service Laws now in effect, and under consideration, provide that high school students who are making normal academic progress will not be drafted prior to graduation or prior to age nineteen if still in high school and making normal progress. Because the Commission believes that systematic education normally is best attained by regular attendance in school, high schools and colleges are urged to avoid any policy which would encourage men to leave school. High schools in particular have encountered this problem and the Commission now recommends a minimum age limit of 20 or 21 years and suggests that no student be granted a diploma or equivalency certificate earlier than he might have earned it in regular attendance.

Many schools have indicated a satisfactory experience with admission to college and granting of advanced standing on the basis of General Educational Development Tests at the high school and college levels, respectively. Of the schools that have reported unsatisfactory experiences, a considerable number have admitted students or granted advanced standing on the basis of lowest passing scores. The

Commission feels that, in fairness to the individual and the school, a student admitted to college on the basis of high school level General Educational Development Tests should rank at least as high on his test scores as students who are admitted by certificate are required to rank in their graduation classes. For example, if you admit only students who rank in the upper half of their high school graduating classes, it seems reasonable to require an average percentile rank of 50 or above to qualify for admission by GED tests.

Similarly, if it is your practice to accept by transfer only credit earned with average or better grades, you may find it wise to grant advanced standing on college level GED Tests only when the percentile rank is 50 or above.

Some other cautions in relation to accreditation of service experiences seem necessary. In the first place, I am sure that you will require official records of completion of service training programs. In this connection, the separation records of military personnel usually carry notations concerning the successful completion of formal service training programs. United States Armed Forces Institute and Marine Corps Institute courses may be reported officially only by these two Institutes. Similarly, completion of USAFI group study or individual study courses are considered official only when satisfactory completion of the appropriate End-of-Course Test is reported by USAFI Headquarters, Madison, Wisconsin.

Finally, it is the policy of the Commission to limit its recommendations of credit to educational programs and experiences in which academic achievement can be demonstrated. Consistent with this policy, the Commission feels that the granting of credit for educational experiences in the military services should be a permanent part of the educational policy of the school, and that credit which is based on evidence of sound academic achievement should be granted regardless of the date of induction.

# Summarization of Workshops

RONALD B. THOMPSON, *General Chairman*

## Workshop I—Admissions

HARVEY HALL

THIS workshop was devoted largely to the presentation and discussion of three reports.

I. Miss Clara Koenig of the University of Minnesota presented a report on *Evaluation of Credentials from Foreign Countries*. The report summarized the evaluation given on the same kinds of records by eighteen selected colleges and universities, all of whom have had large numbers of foreign students.

While there was substantial agreement among the schools in the evaluation of records from Latin America, there was considerable variation in the treatment of records from such countries as Norway, Denmark, Switzerland, the Netherlands, and France.

Three specific actions resulted from this part of the workshop's discussion:

1. At the suggestion of Mr. George W. Rosenlof, who considered Miss Koenig's report much too valuable to have its distribution limited to those present, the members of the workshop instructed the chairman to request that the executive committee publish the report in its entirety in *COLLEGE AND UNIVERSITY*.<sup>1</sup>
2. Miss Koenig recommended (and those present concurred) that the committee on special projects establish a continuing study of the evaluation of credentials from foreign countries. This should be co-ordinated with the similar effort of the U. S. Office of Education.
3. Several of the admissions officers present praised the work of the U. S. Office of Education in this field. Mr. George Tuttle presented the following resolution which was approved for referral to the Resolutions committee: "It is strongly urged that (a) the Office of Education enlarge its staff of experts in foreign education so that it can handle more expeditiously the large volume of requests for evaluation which it is constantly receiving, (b) The Office of Edu-

<sup>1</sup> The manuscript of this report was not available until too late for inclusion in this issue. It will be published in *COLLEGE AND UNIVERSITY* for October. [EDITOR'S NOTE]

cation at as early a date as possible resume publication of its bulletins on foreign educational systems similar to those which it has published regarding institutions in a number of Latin American countries."

II. Mr. George P. Tuttle of the University of Illinois reported the results of a *Survey of Advanced Standing Procedures*. The following is a summary of the procedures followed in the majority of the sixteen schools which participated:

1. Decision as to eligibility of a candidate entering with advanced standing and as to the amount of advanced standing to be entered on the record should rest with the Director of Admissions (or the Registrar if he is the admissions officer), with advice from department heads or deans in doubtful cases.

2. Deans of colleges or heads of departments should either have final judgment in determining whether courses transferred may be accepted toward minor, major or other specific degree requirements; or if final judgment is to rest with the Director of Admissions or the Registrar, that officer should consult freely with deans and department heads.

3. The most frequently used guide in determining the accredited status of an institution is the report of the AACRAO. Next in order of importance are the Regional Accrediting Association lists, followed by the Directory of Higher Institutions, U. S. Office of Education.

4. Validating credit earned in unaccredited institutions either by successfully carrying advanced courses, or by passing validating examinations, seems to be quite general.

5. Granting credit in terms of the institution's own courses when that is possible and accepting courses which the institution does not offer are both followed by a majority of these institutions.

6. The majority of these institutions place some maximum upon the amount of credit transferrable for one summer, one quarter, one semester or one year of work done elsewhere.

7. It is the practice of nearly all of these institutions to allow the equivalent of no more than two years of credit from junior colleges and the majority of them will not grant additional credit to students who may have attended junior colleges for more than two years. The majority have no other restrictions on the acceptance of work from a junior college.

8. In a majority of these institutions the original allowance of credit is permanent.

9. There is a wide difference in practice in accepting extension and

correspondence courses. The majority place some limit on the acceptance of such courses. Some limit credit for both to thirty semester hours and some to sixty semester hours.

10. Majority practice on some special questions: (1) Summer tours—no credit; (2) Field trips—no credit; (3) Work experience—no credit; (4) College level G.E.D. tests—no credit; (5) Courses taken while on dismissal status—Credit on regular transfer basis; (6) Failed courses repeated elsewhere—credit on regular transfer basis.

III. Mr. George W. Rosenlof of the University of Nebraska presented a report on *Statistical Evaluation of Admissions Procedures*. He pointed out that, while personal factors will continue to be important in admissions, more research is needed to determine the validity of admissions practices. He recommended that admissions officers study the following:

1. Subject matter achievement vs a prescribed pattern of high school requirements.
2. Success of students from small schools as compared with large secondary schools.
3. The transfer student—How does he compare with a student who remains in an institution four years?
4. Institutional attrition—How is the attrition rate related to the admissions policy and the curriculum?
5. Academic failures and academic success—How are they related to the high school from which the student came?
6. Experimentation with differing criteria of admissions.

The "Essential Elements" questionnaire on admissions for the handbook committee was distributed to a large number of admissions officers and the elements were rated on a five point scale as to their importance. It was also suggested that the elements be "boiled down" to basic issues; that two statements should not be involved in the same numbered item; that other university officials should be consulted.

HERMAN A. SPINDT, *Chairman*, University of California  
CLYDE VROMAN, *Assistant Chairman*, University of Michigan  
HARVEY HALL, *Recorder*, Stanford University  
ALLEN CONGER, Ohio Wesleyan University  
H. Y. McCOWN, University of Texas  
MILTON LONGHORN, Platteville State Teachers College



## Workshop II—Junior-Senior College Relations

JO ANN JAMES

THE differences in kinds of junior colleges as well as senior colleges, which make the problem of transfer a complex one, were first discussed.

Regarding the limitation of junior college credit, it was agreed that, traditionally, credit has been limited to one-half of the baccalaureate degree programs of senior colleges and universities. Lack of accreditation of a junior college does not mean that credit may not be allowed by a senior college or university on an individual basis. In some instances, credit from an unaccredited college is accepted and deferred until after advanced work has been completed in a satisfactory manner. Transfer of credit from accredited junior colleges, other things being equal, may occur with confidence, in view of the many years of conservative policies which have been followed by accrediting agencies. Since "educational respectability" is qualitative in character, accrediting agencies are giving attention in accreditation to subjective factors, such as total impression, intellectual alertness of faculty, industry and loyalty of students, and adequacy of the institution to reach stated objectives.

The group agreed that distinction should not be made between transfer of credits from junior colleges and those from the first two years of senior colleges; also, that colleges are justified in placing confidence in accrediting groups and in the AACRAO *Report of Credit Given* for the evaluation of work from other colleges.

The Colorado State College of Education at Greeley has recently introduced a plan whereby a student may take in summer school at CSCE 15 quarter hours, followed by 45 quarter hours at a junior college, then by 15 more in summer school at CSCE, then 45 more in junior college, and be eligible for a teaching certificate which enables him to teach three long sessions while attending summer schools four summers to complete the baccalaureate degree.

At Wells College C.E.E.B. Entrance or Transfer Tests are required of all entering Freshmen and most transferring students. These tests are given primarily to afford a common basis for evaluat-

ing students' entrance qualifications. No other school represented requires Transfer Tests. Those present felt that the academic record gives the most valuable information.

It was agreed that students should be given the privilege of taking advanced standing examinations and be exempt from taking courses covered by the examinations, but not given hours of credit for the course. As a rule, upper level (junior and senior) and the more advanced professional courses should not be given in a junior college for transfer to advanced study in a senior college or university.

G.E.D. tests are no longer used to any great extent.

There was no objection to a junior or senior student taking, in a junior college, a freshman or sophomore course needed for graduation, even after the limited number of hours had been transferred.

Terminal courses were defined as those which do not meet academic standards for college transfer courses. The best policy on the acceptance of "terminal" credits is to consult with department heads for evaluation of courses. High school or college entrance credits are given for those freshman courses designed to bridge the gap between insufficient high school and strictly college level courses.

The junior college must meet the problem of transferring pre-engineering students by giving all the courses it can justify with its personnel and equipment and carefully counseling with those students who plan to get a degree in a field of engineering. Frequent checking by the junior college and by individual students with engineering schools is essential.

In transfer to senior college, it is not unusual for more than six hours in education to be taken at the junior college. The junior college cannot be considered a teacher training institution any more than it can be considered an engineering training school. Whether or not the junior college can offer over six hours in education depends more on the state department regulations for teacher certification than on any policy set up by the individual schools; therefore, acceptance of credits depends on the certification regulations to a great extent. The tendency now is for concentration of professional courses in the upper level, stressing general education in the lower, or junior college, level.

In every field of instruction, the junior colleges should assist their students in selecting courses most suitable to transfer in accordance



with chosen plans of study for a baccalaureate degree. In general, it would seem that both junior colleges and senior colleges and universities subscribe to these general propositions and practices.

There is a feeling among junior college registrars that senior colleges are becoming more liberal in their interpretation and acceptance of junior college work. This trend has grown out of a realization on the part of both junior and senior colleges that earning credit has become too important and has tended to overshadow the more vital matter of becoming educated. Full co-operation between junior and senior colleges, more understanding of specific matters, and more definite dealings with each other will lead to harmony between the registrars of the junior and senior colleges.

There is so great a difference between the value of grades given at various institutions, that the equating of transferred grades becomes a problem best solved by an evaluation of the school from which the grades come.

To help meet the problems presented by the national emergency, registrars and admissions officers need to co-operate fully with instructional and administrative staffs, to simplify registration procedures where possible, and to adjust programs to fit the changing needs.

In some sections of the country it is difficult to stimulate interest within the junior colleges in state, regional, and national organizations. This problem is not general in extent, but of a local nature. The national trend indicates a growing interest on the part of junior colleges in professional groups and an increased participation in professional meetings.

The need for clarification of terms used by Selective Service in issuing instructions is strongly felt by registrars who must rank students for deferment from the draft. The members of this group were divided on policy of classifying students, thus emphasizing the fact that more specific information is needed before schools throughout the country can fairly rank their students.

The workshop dealt with junior college-senior college relations: what they are, how they can be improved, and the extent to which the two kinds of colleges can establish and maintain mutually effective and beneficial relationship. The various common fields of endeavor in which the junior and senior colleges work were discussed with the intention of solving problems which have arisen and will arise.

Through a free give-and-take relation between junior and senior college registrars, and through careful guidance in junior colleges, students will continue to profit from attendance in both types of institutions.

S. A. NOCK, *Chairman*, Briarcliff Junior College

HARRY E. ELDER, *Assistant Chairman*, Indiana State Teachers College

JO ANN JAMES, *Recorder*, Paris Junior College

W. C. SMYER, Miami University

ELEANOR TIBBETTS, Wells College

MATTIE F. DORSEY, Mesa College

R. M. CARSON, Colorado State College of Education

### Workshop III—Recruitment of Students

LOGAN HART

THERE was general agreement that the work of student recruitment was, in large measure, the work of human relations. It is work which involves the relationship of the admissions staff with the prospective student, with the principals and counselors of the secondary schools concerned, and with the teachers in the secondary schools and the teachers in the colleges and universities. It was felt that the admissions staff was in a strategic position to encourage and develop relationships conducive to a better understanding of the interlocking problems of the secondary schools and the institutions of higher education. As a tangible result of its deliberations, the Workshop on Student Recruitment recommended to the Committee on Special Projects that there be created a subcommittee on high school and college relations.

As a guiding premise, it was felt that the work of student recruitment might be understood as falling into the following major areas:

1. Publicity materials for the secondary schools
2. Publicity materials for prospective students
3. The bringing of high school officials and prospective students to the campus
4. High school visitation
5. Faculty, student, and alumni participation
6. Other areas which might be indigenous to and in harmony with the educational philosophy and objectives of the college or university concerned

There was discussion as to the most effective type of publicity materials for high school officials and prospective students and the most expeditious methods for the distribution of these materials. In general, it was felt that publicity materials fell into at least two clearly recognizable categories: (1) the catalogue of the college or division of the university concerned, and (2) publication materials of a miscellaneous nature, such as a bulletin of general information, a pictorial and informative leaflet or brochure designed to explain the college or university to the high school official or prospective student, or any of a series of leaflets on careers in fields in which the

particular institution offers adequate preparation or training.

In general, there was agreement that events, activities, and programs designed to bring high school officials and prospective students to the campus of the college or university concerned were always to be regarded as an important aspect of the work of student recruitment. Obviously, events or programs in this category differ with the policies and facilities of the institution concerned; but there was a uniformity of opinion that all such events could be regarded as significant and important when they make a contribution, tangible or intangible, to a better understanding of the interlocking problems of the high schools and institutions of higher learning.

The section took cognizance of and gave favorable consideration to organized programs of high school-college co-operation, which provide more effective college counseling for high school students, which are more economical of time from the standpoint of both the college and the high schools, and which result in a better understanding of the mutual problems and lead to improved co-operation between the personnel of the colleges and the secondary schools. Among these plans are:

1. The High School-College Conference Plan, which operates in the state of Washington, with participation by public, independent, and private institutions of Washington and Oregon. This program itself obliges all institutions to keep in close touch with the high schools and results in the high school principals and counselors' emerging as the key persons in the total guidance process for college-bound students.
2. Some institutions make effective use of admissions counselors, who make personal contacts with students, their parents, and their high schools prior to their admission and continue a counseling function throughout the students' period of attendance.
3. The Indiana Committee on High School and College Co-operation is organized to develop a higher degree of co-operation between the secondary schools and the colleges and universities in Indiana and is composed of high school principals, city and town superintendents, county superintendents and college representatives.
4. Other similar plans include the Ohio College Association, the Michigan Plan, etc.

These organizations publish handbooks which provide guidance information for high school students and counselors.

The College or Career-Day program is valuable to the students

when well organized, as a regular guidance function. Studies have been made by the North Central Association and the Middle States Association on the merits and limitations of such programs.

The Workshop was in agreement as to the effectiveness of personal letters to students.

There was discussion as to the effectiveness of the use of lists of high school seniors secured from commercial or any other source. There was no agreement.

No agreement was reached as to the use or effectiveness of paid advertising.

J. M. DANIELS, *Chairman*, Carnegie Institute

CLAUDE SIMPSON, *Assistant Chairman*, Washington State

LOGAN HART, *Recorder*, East Los Angeles Junior College

J. SCOTT HENRY, Stephens College

WILLIAM F. ADAMS, University of Alabama

WILLIAM G. BOWLING, Washington University

## Workshop IV—Foreign Students

KATHARINE GEORGE

**A**PPROXIMATELY forty members of the Association attended this workshop. The discussion centered around four major topics:

### *I. Getting Useful Information to the Foreign Student*

1. It was pointed out that in dealing with the foreign student care must be taken in the terminology used in correspondence, in interviews, and on forms. Many of our terms are not translatable, for example, cuts, credits, semester hours, loads, majors, minors.
2. The importance of the official letter of acceptance which the student must present to the American consul to obtain a visa was stressed. Although a visa will not be issued until this letter has been presented, the responsibility for checking on the personal qualifications and political affiliations of the prospective student rests with the consul issuing the student's visa.

### *II. Screening and Selecting Foreign Applicants*

1. Important items for *application blanks of foreign students*:
  - a. Health certificate, with recommendation that the student be required to take out health insurance
  - b. Names of persons to be notified in case of emergency—one in the U.S.A. and one in the student's own country
  - c. Financial status
  - d. Knowledge of English

It was further suggested that these forms be verified by the American consul in the foreign country, when possible.

#### *2. Scholarships*

- a. Scholarships for foreign students are available at most institutions. It was suggested, however, that if a student needs financial aid, and the school to which he has applied is unable to offer him a scholarship, or accept him for any other reason, his papers be transferred to the Institute of International Education in New York, and the applicant so advised. The Institute is often able to place such a student in another school.
- b. Fulbright Scholarship: Mr. A. H. Sassani of the U.S. Office of Educa-



tion discussed this plan. His office in Washington will furnish detailed information upon request.

3. *Helpful Publication*—"Two Way Street" gives a comprehensive picture of the U.S. sponsorship of student exchange, scholarships, cultural units and teacher exchange.

### III. *Evaluation of Foreign Credentials*

Proper use of the facilities of the U.S. Office of Education will help establish a uniform policy in the evaluation of foreign credentials. For specific information on credentials write the following:

- a. Mr. A. H. Sassani—Near, Middle, and Far East,
- b. Miss Alina Lindegren—Europe
- c. Dr. Marjorie Johnson—Latin America

If a student has no credentials to present, he should be asked to write out the complete history of his educational experience and sign it *in the presence of the registrar*. A form for this purpose may be obtained from the U.S. Office of Education. This form should then be sent to that office for interpretation and evaluation.

Attention was called to the excellent and comprehensive report compiled by Miss Clara Koenig of the University of Minnesota on the practices followed by twenty universities in evaluating foreign credentials.<sup>1</sup>

### IV. *Orientation of the Foreign Student*

It was recognized that there is real need for orientation. Plans were discussed varying from elaborate set-ups with special advisers, to informal gatherings in private homes. It was felt that the registrar should be included as a member of any committee which deals with the problems pertaining to the foreign student.

Attention was called to the eleven English Language Institutes in the U. S. which assist the student to learn English. Information about these institutes may be obtained from the U.S. Office of Education.

ROY ARMSTRONG, *Chairman*, University of North Carolina

KATHARINE GEORGE, *Recorder*, Northwestern University

W. P. CLEMENTS, Texas Technological College

J. EVERETT LONG, West Virginia University

ELIZABETH LOPEZ, Mexico City College

<sup>1</sup> See footnote to Workshop I.

## Workshop V—Records and Recording Practices

EARL SEYLER

WORKSHOP FIVE devoted some time to a tabulation of the replies of 92 institutions to a request for the essential elements of an adequate records system. The item mentioned most frequently was the permanent record. It was apparent from an analysis of the elements reported that institutions differ widely in the types and quantities of data that are considered essential.

Some time was devoted to a discussion of reports to off-campus groups. The response ranged from institutions that make no regular reports to parents, secondary schools, and other colleges to institutions like Michigan State that make rather complete reports on academic progress to schools during the student's entire academic career.

In reporting scholastic records to campus offices the demands on the record system will depend to a considerable degree on the functions performed by those offices. Correct and complete records should be furnished promptly when needed and a close relationship between the Records Division and campus offices concerned with these records must be maintained. The Registrar as a record keeping specialist is in a position to act as an adviser and co-ordinator in any academic records system. As such the Registrar should look carefully at the situation on his campus in order to determine the extent to which his services would prove most beneficial. The nature of his duties provides the opportunity of making a worthwhile contribution to the internal administration of his institution.

It was the general consensus of this group that work taken for credit by extension or correspondence should be recorded as a part of the academic record system and that admission to such courses should be under the supervision of the office of admissions.

The question of posting records by machine or manually was discussed briefly. A small number of schools reported they posted records by direct tabulator posting and a larger number used transfer posting machines.

The suggestion was made that a committee be appointed to develop a standard guide of abbreviations commonly used in course titles.

Some discussion was directed toward the problem of deciding what

information on academic and disciplinary status should be included on a transcript. The responses ranged from institutions that record practically everything on the face of the record and regard it as sacred information that cannot be removed to institutions that record practically nothing regarding academic and disciplinary status on a transcript.

A large majority of the institutions present agreed that they would like to have rather complete data on status if they were admitting students. A majority of the colleges reported that a student's record on academic and disciplinary status was cleared if and when a student graduated.

The major portion of the time of the Workshop was devoted to a discussion of the transcript. The inadequacy and faults of many college transcripts were discussed by workshop members and in a communication from the Association of Graduate College Deans.

It was agreed that the criticisms made of many college transcripts were valid, but that the two AACRAO publications, *An Adequate Transcript Guide For Registrars* and a *Supplement to the Guide*, if followed would result in the issuance of satisfactory transcripts.

The Workshop desires to recommend strongly that the above publications be distributed in quantity to all institutions with a strong letter from the Association urging colleges to return inadequate records to the issuing institutions.

TED MCCARREL, *Chairman*, University of Iowa

IRENE DAVIS, *Assistant Chairman*, Johns Hopkins University

EARL SEYLER, *Recorder*, University of Illinois

ARTHUR M. GOWAN, Iowa State College

JAMES HITT, University of Kansas

KERMIT SMITH, Michigan State College

WILSON THIEDE, Louisiana State University

## Workshop VI—Space Utilization and Classroom Assignment

MARJORIE CUTLER

SPACE utilization was construed by the Workshop to mean the use of classrooms on the college campus. Studies made of space utilization indicate that 40 per cent of full use of the available classrooms and about 25 per cent of the seating capacity is normal. Since a study of the individual campus is quite revealing and useful from an informational viewpoint, it was suggested that each member of the group make a study of space utilization on his own campus. In this connection it was noted that all reports available indicate that such a study would show that existing space is seldom used more than the 40% mentioned above. Such a study should certainly be made before requests for additional space are made.

The plan of discussion for the workshop included the presentation of a bibliography with reference to individual articles. Questions from the floor brought out particular values of specific articles. References in COLLEGE AND UNIVERSITY were particularly noted for their direct application. (The bibliography is appended.)

The group represented institutions with enrollments varying from 700 to 14,000. It was apparent from the discussion that the problems of the large institution and the small institution in these connections are much the same except in timing.

For class assignments, formulas and guides should be used as a point of departure but each institution must develop its own formula.

D. T. ORDEMAN, *Chairman*, Oregon State College

CATHERINE RICH, *Assistant Chairman*, Catholic University

MARJORIE CUTLER, *Recorder*, University of Denver

ROBERT MAHN, Ohio University

ESTHER MERTINS, Redlands University

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## Workshop VII—Registration Procedures

WILLIAM L. CARMICHAEL

THE Workshop was divided into two main parts:

1. A consideration of the questionnaire on the essential elements of an adequate registration procedure.

2. A question-and-answer period.

The Handbook Committee had asked this Workshop to make recommendations regarding each of the points resulting from the questionnaire sent to 114 member institutions.

Each item was considered individually and the following elements are regarded as essential:

1. Correctness of registration should be checked.
2. Late registrants should be accepted.
3. Changes in course and section should be allowed.
4. Adequate control of class assignment should be provided.
5. Students should be given a fair opportunity for desirable classes.
6. Course approval and class scheduling should be co-ordinated.
7. Adequate instructions should be provided.
8. Confusion and delay should be minimized by careful planning and control.
9. Registration materials should be as simple as possible.
10. Students should present evidence of eligibility to register at each term.
11. Provision should be made to take care of irregularities of registration.
12. There should be signature approval for each student's course of study.
13. Division and departmental responsibilities should be definitely assigned.
14. Extraneous activities should not be permitted to interfere with orderly registration procedures.
15. The registration procedure should remain as consistent as possible.
16. There should be an adequate, well-trained, and courteous staff.
17. Provision should be made for securing needed statistical information.



18. Academic advisers should be available.

The following items were not so self-evident and our recommendation is as follows:

1. The registrar should initiate and be responsible for the necessary inter-office co-operation.

2. Academic counseling should be completed prior to class assignment.

The second part of the workshop (question-and-answers) dealt with many different items among which are the following:

1. The policy concerning drops and adds. The majority allow changes for valid educational reasons within the early part of each term, provided the consent of the instructor is secured. Service to the student was considered of first importance.

2. The policy concerning the awarding of credit to students called into the Armed Services. The majority allow credit if the student satisfactorily completes at least three-fourths of the term, and no distinction is made between draftees and volunteers. Examinations are discretionary on the part of the instructor, and the grades are recorded in the ordinary manner.

CHARLES HARRELL, *Chairman*, Indiana University

ERNEST WHITWORTH, *Assistant Chairman*, Cornell University

WM. L. CARMICHAEL, *Recorder*, Georgia Institute of Technology

O. W. WAGNER, Washington University

ROBERT TIMBERS, U.S. Military Academy

TRUE PETTENGILL, University of Minnesota

CHARLES MARUTH, University of Denver

## Workshop VIII—Projection of Enrollment

HAZEL GEINER PETCOFF

**P**ROJECTIONS of student enrollment are vital in college and university planning. These directly or indirectly form the basis of budgets, staff employment, course and curricular offerings, and physical facilities for higher education. Registrars, more than any other college officers, have the data on which to base these projections. Moreover, registrars are co-ordinating officers between departments and schools of a given institution. They can do much to develop public understanding of the needs of higher education.

Expansion of facilities for higher education during the last twenty years or more, has been carried out in a period of declining numbers of high school graduates in this country. Currently, military demands for manpower coincide with the occurrence of the smallest number of students in the eighteen-year age group.

Higher education is particularly concerned with projections of enrollments for the next two or three years. When we look beyond the present situation and view the progressively increasing numbers of high school graduates for each year of the next ten or fifteen years, we may anticipate upwards of 700,000 male high school graduates entering college as against 325,000 in the fall of 1950. Colleges and universities have comparatively few years in which to prepare for an enrollment greater than any in this country hitherto.

What is the outlook for enrollment in the fall of 1951? On the basis of information currently available, it is estimated that the full-time male undergraduate student enrollment will be seventeen per cent below that of the fall of 1950. It should be pointed out, however, that the number of male students would have declined ten per cent under normal conditions. When the total student body, including women, graduate students, and part-time students, is considered, an over-all decline of approximately eleven per cent is expected. This considers the 1951 outlook in terms of the student deferment plan as it is now operating; an appreciable number of student veterans; R.O.T.C. quotas substantially as at present; and normal interest in college attendance on the part of those students not subject to military call.

Each college has need to appraise its local or special situation to determine its enrollment outlook. The national projection will provide a general frame of reference for individual institutions. Certain elements should be considered by local institutions in making their own estimates. These include the constant and normal factors which influence enrollment on the local level, special factors affecting non-draftable college students, and military service regulations.

Among the normal factors may be mentioned the traditional drawing power of the institution, denominational affiliation, attrition rates for each class group, and course offerings. The principal special factor is the location of new defense industries in the area served by the institution.

In summary it appears that the decline in enrollment next fall will not be as pronounced as earlier estimates have indicated. Barring an all-out war we may look forward to service men returning to college beginning in 1953 and a general stabilization of college enrollment in 1954. After that time a balance will be struck between college students entering the military service and those returning to college upon completion of this service.

ESTIMATED ENROLLMENT IN COLLEGES AND UNIVERSITIES  
1951 through 1953 (in thousands)

Fall of:	All Students (Full-time & Part-time)	Full-time Undergraduate			Part-time Undergraduate		Graduate Full & Part-time Men & Women
		Men	Women	Total	Men	Women	
(1)	(2)	(3)	(4)	(5)	(6)		(7)
1950	2297	1059	522	1581	496		220
1951	2045	875	517	1392	431		222
1952	1900	778	502	1280	396		224
1953	1817	715	500	1215	376		226

ROBERT STORY, *Chairman*, U.S. Office of Education

ROBERT SUMMERS, *Assistant Chairman*, University of Minnesota

HAZEL G. PETCOFF, *Recorder*, University of Toledo

KENNETH LITTLE, University of Wisconsin

DAVID M. TROUT, Central Michigan College of Education

E. V. HOLLIS, U.S. Office of Education

## Workshop IX—Office Manual

HELEN BURGOYNE

THE workshop on Manuals of Office Procedure opened with an attendance of 15 representatives. The chairman gave a brief outline of the preliminary work of the committee, indicating its consideration of three approaches to the problem.

The first was an analysis of the articles in the *Journal* prior to 1940, as prepared by Miss Alma Preinkert of the University of Maryland. The committee felt that this approach might result in a summary of practices, but not accomplish the real task of the committee.

The second approach involved a continuing preparation by "piecemeal" method of the various functions of the office, similar to the study on an adequate transcript. This was considered to be too stupendous a task as it would involve the organization of many subcommittees on individual functions, which would be both time-consuming and expensive.

The third approach involved the development of a national standard practice book by a large number of institutions under the direction of the committee. It was the consensus of the committee that this approach should be used, and the project is now under way.

Fifty-two institutions were invited to participate, and to date forty acceptances have been received from schools of all types. Many of the co-operating institutions met together at the San Francisco meeting, sharing experiences, evaluating proposals, and finally setting up a program of co-operative effort. The group recommended that other institutions be asked to undertake the preparation of manuals.

As a result of the deliberations of the committee this past year a questionnaire was prepared and sent out to 113 institutions asking them to list what they felt were the essentials of an adequate program of admissions, registration, and recording. Ninety-two institutions responded, following which an analysis of these opinions was made by the staff of the Office of Admissions and Records of the University of Oklahoma. The conclusions of this analysis have been submitted to the three workshops here considering these three major functions, asking for their consideration and recommendations.

In planning the preparation of a manual the following suggestions were made:

1. That a thorough analysis of the responsibilities and functions of each particular office be prepared in detail, using the following format:
  - a. Introduction—giving organization of the office, institutional policies, and institutional-employee relationships.
  - b. Areas of responsibilities, listing the various functions.
  - c. Interoffice services.
  - d. Index.
2. Each office should delegate to its staff members the responsibility of preparing statements of policy and procedures for various sections of the office.
3. Each office should set up a board of review as a screening device.
4. One capable person should be designated to act as editor in order that common terminology and style are obtained.
5. Never allow the manual to become static, but make it a growing instrument, reflecting each change in institutional policy and need.

It was agreed that the greatest value derived by the preparation of a manual came to the staff participating. With the entire staff participating in the evaluation and preparing statements of policy there results a splendid "esprit de corps."

The committee felt that the work involved in organizing, analyzing, and editing the material for a handbook of national practices would require the full-time services of a qualified person. As a means of furthering this project the committee recommends the soliciting of a foundation, such as the Carnegie or Ford foundations, to support the necessary research.

Committee on the Manual

JOHN FELLOWS, *Chairman*, University of Oklahoma

HELEN BURGOYNE, *Recorder*, University of Cincinnati

ALMA PREINKERT, University of Maryland

LEO HAUPTMAN, Ball State Teachers College

DONALD FITCH

J. G. QUICK

} Committee Members *in absentia*

# National Defense and the Colleges

G.E.M.

## THE UNIVERSAL MILITARY TRAINING AND SERVICE ACT\*

THE JOINT conference committee on the bill (S. 1) to "provide for the common defense and security of the U.S. and to permit the more effective use of the manpower resources of the nation by authorizing universal military training and service" reached agreement on May 29. The report of the committee was approved in the Senate on June 1 by a voice vote and by an overwhelming majority in the House on a record vote on June 6. Presidential approval is assured. The major features of the Act which will affect educational institutions are as follows:

### *Selective Service Features*

- (1) The period of active duty for men inducted under Selective Service is twenty-four months.
- (2) The age for induction is lowered from the present age, nineteen, to eighteen years and six months. Local boards are, however, prohibited from inducting any registrant below the age of nineteen until the local board has called for induction all available men within its jurisdiction who are between the ages of 19 and 26. As has been pointed out in previous bulletins and emergency supplements of the A.C.E. this provision makes it virtually certain that no eighteen and one half year olds will be called for induction this year. Accordingly all men within this age group who plan to continue their education should be encouraged to go on with their plans without delay.
- (3) Students who receive induction calls while satisfactorily pursuing full time high school courses are deferred mandatorily until graduation or until they reach their 20th birthday, whichever is earlier.
- (4) Any person who, while pursuing a full time course of instruction in a college, university or similar institution, receives a call for induction is mandatorily deferred to the "end

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of such academic year." If, however, a student has been once previously postponed under the provisions of the 1948 Selective Service Act or is in the future once deferred to the end of the academic year under the new Act, he may not again be deferred by reason of being in college. This provision does *not*, however, prevent the continued deferment of a person if he is otherwise eligible for deferment under other provisions of the Act.

- (5) The President is authorized to prescribe rules and regulations to provide for deferment from training and service in the Armed Forces or from training in the National Security Training Corps (see below) any or all categories of persons whose activity in study, research, or medical, dental, veterinary, optometric, osteopathic, scientific, pharmaceutical, chiropractic, chiropodial, or other endeavors is found to be necessary to the maintenance of the national health, safety, or interest, provided that:
  - (a) No person within any such category shall be deferred except on the basis of his individual status.
  - (b) A person who is deferred under this provision shall remain liable for training and service until the 35th anniversary of his birth.
  - (c) No local board, appeal board, or other agency shall be required to defer persons in the categories named above solely on the basis of any test, examination, selection system, class standing or other means conducted, sponsored, administered, or prepared by any agency or department of the Federal Government or any private group or individual employed by an agency or department of the Federal Government.

Although lengthy and wordy, this provision merely restates the policy that the local board has sole and final authority, subject to appeal, to defer or not to defer an individual on the basis of facts presented to the board.

- (6) Except in cases of extreme hardship, married men without dependents other than wives alone are made eligible for induction.
- (7) The minimum standards for physical acceptability for induction into the Armed Forces are established as they were applied to persons inducted between the ages of 18 and 26 in January 1945.
- (8) The minimum mental requirement is fixed at a percentile score of 10 points on the Armed Forces Qualification Test (the existing requirement is a score of 13 points). The score of

10 is equivalent to 65 on the old Army General Qualification Test; 13 is equivalent to 70.

- (9) The authority to induct individuals into the Armed Forces through Selective Service is extended to July 2, 1955.

*Universal Military Training Features*

(1) The Act provides for the establishment of a National Security Training Commission to be composed of five members, three civilians, not more than two of which shall be from the same political party, and two active or retired members of the regular components of the Armed Forces. The chairman must be a civilian.

A National Security Training Corps is established at the time the Commission is appointed.

(2) The Commission is authorized to exercise general supervision over the training of the NSTC, which must be basic military training. The Secretary of Defense is authorized to designate the military departments to carry out the training. Subject to the approval of the Secretary of Defense and to the policies and standards established by the Commission, the military departments will determine the type or types of military training to be given.

(3) The Commission, not later than four months after the confirmation of its members, is required to submit to the Congress recommendations,

- a) which shall include but not be limited to a broad outline of appropriate legislation to assure that the training will be of a military nature. The Commission will not have authority to prescribe the basic type or types of training.
- b) for legislation with respect to code of conduct, disability and death benefits, and other benefits and obligations and measures necessary to implement any policies and standards established by the Commission.

(4) The recommendations must be referred to the Committee on Armed Services of the Senate and House, which in turn report on the recommendations after not more than 45 days of continuous sessions of Congress. The Commission's recommendations and the reports of the Committees on Armed Services are subject to amendment. Any bill or resolution reported shall be privileged and may be called up for action by any member of Congress.

(5) No person may be inducted into the NSTC until

- a) a code of conduct and measures providing for disability and death benefits have been enacted into law.
- b) other legislative recommendations submitted by the Commission have

- been considered and, with or without amendments, enacted into law.
- c) the period of service required of those who have not reached the age of 19 has been reduced or eliminated by the President or a concurrent resolution by the Congress. This proviso makes it certain that Universal Military Training cannot become effective until the Congress has had an opportunity to consider and amend all of the recommendations submitted by the Commission.

(6) After induction into the NSTC is authorized, by the enactment of the legislation referred to above, all males thereafter registered on their 18th birthday who have not been inducted into the Armed Forces and who have not reached their 19th birthday become eligible for induction into the NSTC. The period of training shall be six months. No inductee into the NSTC may be assigned for training outside the continental U.S. except that residents of the Territories and possessions may be trained in the Territory or possession from which inducted. Members of the NSTC are to be paid \$30 per month but dependents will be entitled to the benefits of the Dependents Assistance Act.

(7) No person whose period of training has been deferred under any of the provisions of the Act shall be relieved of his liability for training by reason of the fact that he has passed his 19th birthday while on deferred status.

(8) All persons who subsequent to the approval of the Act are inducted, enlisted, or appointed into the Armed Forces or the NSTC prior to reaching their 26th birthday will be required to serve on active duty or training or in a reserve component for a total period of eight years.

In summary, the Bill specifically authorizes (1) the induction until July 1, 1955, of men for military *service* and (2) establishment of universal military *training* for all able-bodied youth. They will be inducted into the National Security Training Corps for a period of six months basic military training followed by service in the reserves for a total period of 8 years. The Commission will review the non-military aspects of the program and inductions into NSTC cannot be begun until after the Commission has made its report and the Congress has acted upon it. Nor can inductions for *training* begin until the President or the Congress in a concurrent resolution has eliminated the induction for *military service* of men who have not attained their 19th birthday. Thus universal military training will not go into effect until the present emergency is over, at least to the extent that there is no longer need for the induction of men who have not passed their 19th birthday for the two years of military service.

## Editorial Comment

### *College Students and the Draft*

LIKE most evidences of social progress, the College Deferment Plan of President Truman and Selective Service has not been without its detractors. Too many of the more jaundiced journals have raised the cry "undemocratic," and here and there a draft board has resigned in protest against a project which it only dimly understood, and, misunderstanding, condemned.

If "democracy" meant a dead flat level of ability, of opportunity, of usefulness, there might be some truth to the accusation that draft deferment for college students is undemocratic. From that point of view the whole military establishment is "undemocratic." You cannot win a war, hot or cold, except by recognizing the fact that some people are more valuable to the war effort than others, and everyone—from the two-stripe corporal to the five-star general—who wields military authority, does so by virtue of that fact. Without them an army would be only a leaderless rabble. That would be bad enough. To reduce a whole nation to the status of a leaderless rabble would be to ensure swift and utter disaster. Yet there are those who would take the first long and irrevocable step toward it.

Not many of them deny that we ought to provide for future needs in doctors and scientists. But a substantial number of unreasoning people believe that no other forethought is necessary. They forget that it is in the social sciences, the art of living together and understanding each other, that the human race is most woefully deficient. They forget that civilization is not dependent alone upon the physician and the physicist, but upon the economist and the sociologist, the administrator and the journalist, the teacher and the poet. Not the war effort only, but the welfare of the human race will suffer if future leaders in all these fields are to be denied the opportunity to prepare for leadership. America today is strong and great; how much greater would she not be if the present generation had produced leaders of the calibre of Washington and Lincoln, of Franklin and Jefferson? No doubt the Russian leaders are strong men; how much better the world would be if they were also tolerant men, magnani-

mous men, enlightened men, reasoning men—in short, if they were educated men!

It is hard to imagine stupidity so great as that which would sweep all our youth into the maw of the draft, leaving to none the leisure or the freedom to learn to shoulder the vast and complex burdens of civilian life. The College Deferment Plan is not a sop to wealth and privilege. It is a guarantee of safety and progress to the nation. Wealth has nothing to do with it, because—whatever the newspapers pretend to believe—college education is not restricted to the wealthy in twentieth-century America. It is intelligent recognition of the fact that America will never cease to need leaders in *all* fields; that the American college is overwhelmingly the greatest source of enlightened leadership, and that "the last great hope of earth" is the goodwill and the power of future Americans.

### *Defense Information Bulletins*

The Workshop on Projection of Enrollments at Houston voted to ask the Executive Committee of AACRAO to look into the possibility of having the United States Office of Education add registrars to its mailing list to receive the Defense Information Bulletins as they are issued. These Bulletins are extremely valuable and are issued very promptly as pertinent information develops.

President Fellows lost no time in following through on this suggestion, and on June 1 he received a letter from Dr. Earl J. McGrath, U.S. Commissioner of Education, of which one paragraph reads as follows:

Any extensive additions to our mailing list would result in slower service and considerably increased cost to the Office of Education. We have, therefore, reached the conclusion that the best we can do is to send one additional copy to the president of each institution of higher education. The president can then route the extra copy to the persons on his staff who are concerned with the subject matter or he can duplicate the Bulletin for general distribution.

These Bulletins should reach the desk of every registrar, but it will be up to each individual to see that one of the two copies sent to his president finally finds its way to him.

Beginning with this issue, COLLEGE AND UNIVERSITY will carry a section entitled "National Defense and The Colleges" in

which we shall do our best to keep our readers posted on current developments as they affect higher education. Mr. G. E. Metz, of Clemson College, has joined the Board of Editors and will be responsible for the new section. He will receive releases from the Office of Education, National Selective Service Headquarters, the American Council on Education, the N.E.A., and other governmental and voluntary agencies, and will pass on to our readers the latest available information of significance to registrars and admissions officers.



## Business Meetings

REPORT OF THE PRESIDENT, 1950-1951

### *To Members of the Association:*

It has been my high privilege to serve you during the past twelve months as the 37th president of your Association. Needless to say, it has been a hectic year, beginning with the outbreak of hostilities in Korea and ending with President Truman's order relative to the draft deferment of certain college students. The Korean War and its implications will exert considerable influence upon our lives for many years.

Particularly important to us are the ways in which international developments will affect our educational institutions and students who attend. The report of the Six Scientific Committees appointed by General Hershey called attention to the fact that it is in the national interest to make provision for a continuing flow of trained and educated manpower. It is felt that we can not match our potential enemy in manpower, but that we do enjoy a tremendous advantage in technological "know how." Even more important is our strategic position insofar as the war of ideals is concerned. It is therefore advisable to make provision not only for potential scientists, doctors, etc., but also for young men pursuing the liberal arts curriculum because from this group will come many of our leaders of tomorrow. The report of these committees, referred to more commonly as the Trytten Plan, was presented by General Hershey at the American Council Conference on Higher Education in the National Service, held in Washington last October 6 and 7. The basis for consideration for deferment was to have been a score above 110 on an objective test to be administered to students throughout the country.

Criticism appearing in the press, demands for universal military training, and the setbacks on the Korean front doomed the implementation of the committees' report. Recent developments, however, indicate that it was hibernation rather than death.

Conferences of leading educators with Department of Defense officials in December and January resulted in the emergence of the Marshall-Rosenberg Plan, which broadly meant that young men upon reaching their eighteenth birthday would be inducted into the military

service. High school students who reached age eighteen would be permitted to graduate before they were inducted. Up to 75,000 young men would be returned on a reserve basis to the colleges after completion of basic military training of four months' duration. Both the American Council on Education and the Association of American Colleges enthusiastically endorsed the proposal with minor changes, such as a statement that at least 75,000 would be returned to colleges; also that some men presently in colleges would be permitted to continue with their studies during the transition period. It became increasingly evident, however, that the measure, despite strong support of educators and senators, would run into vigorous resistance in the House of Representatives. The country did not seem to be ready either physically (facilities for screening and training) or psychologically for universal military training, or for any program involving the induction into the Service of large numbers of young men.

During early March, Selective Service cut its April quota from 80,000 to 40,000. This action, coming on top of the resistance encountered in the House of Representatives, encouraged Selective Service to take the Trytten Plan out of mothballs and resubmit it with some modification to the House Armed Services Committee. This Committee gave informal approval. The President of the United States was given the authority to defer such numbers of college students as seemed necessary in the interest of our national welfare. The order, which is an interim program until the Congress decides upon a broader long term policy, was signed by the President on March 31, and released to the press by Selective Service on that day. From that time until this writing, the press has unleashed a barrage of criticism and scathing indictment not often equalled. Much of this criticism is obviously unwarranted because it is based on a misunderstanding of the Plan and of the Selective Service Act itself.

President Adams of the American Council on Education, General Hershey, and Doctor Chauncey of the Educational Testing Service have worked feverishly to correct the misimpression created by citing the following:

1. Deferment under the Plan is permissive and not obligatory.
2. Liability for service is postponed—not cancelled.
3. Numbers involved are closer to 300,000 than the announced figure of 800,000 when 4-Fs and ROTC students are deducted.

I shall not dwell here on the merits or demerits of the Plan. Suffice

it to say that the foregoing three statements convey an entirely different picture than that presented in editorial columns, letters to the editors, and news releases on the subject.

Attention should also be called to the liberal scholarship plans which most institutions have for good students in need of financial assistance, thereby making it possible for them to pursue courses in institutions of higher learning. This is at least a partial answer to those who state that the Plan discriminates against good students who do not have the funds to go to college.

Your president has followed closely developments described above, and has participated in deliberations on the subject on numerous occasions.

Last Friday your Committee on Co-operation with the United States Office of Education, under the chairmanship of Mr. George Tuttle of the University of Illinois, met with Doctor John Dale Russell and his staff for the purpose of devising appropriate forms and procedures for the implementation of the Plan.

I have learned today from Selective Service Headquarters in Washington that their office will dispatch a representative to our national convention in Houston for the purpose of discussing the details of the plan, as well as a form which is being proposed by Selective Service for certification purposes.

In closing this brief statement on the manpower situation, I should like to make two brief additional observations.

The first is to call attention to the fact that equality of sacrifice is relative. The infantryman plowing through mud gripes plenty about the soldier behind the front line, even though he is vital to the man up front. The problem is to assign men to tasks wherein they shall make the greatest contribution to the common good.

The second has to do with the magnitude of the responsibility which the Presidential order imposes upon our colleges, its students, and the Selective Service local boards. The colleges have no reason to exist unless they make a significant contribution to the national welfare. In implementing the regulation we should be ever vigilant to adhere to the spirit and intent of the regulation, as well as the letter. If we do not successfully meet this challenge, irreparable damage will be done to the cause of higher education at a time when we should be planning to provide expanded and improved facilities for the large number who will begin to come to us in a few years.

The unfortunate publicity which our colleges have received to date prompts the suggestion that they should throw the matter back in the lap of Congress where the real responsibility lies. This would be more vigorously advocated except for the fact that it would compound the confusion. Moreover, whatever is decided by the Congress will result in the colleges' playing a most important role in the training and educating of young men for the national service.

### *Enrollment*

As many of you know, I have been interested for some time in forecasting enrollment. This game of crystal gazing has been a most hazardous, but also a most enjoyable and interesting venture.

At the 1945 meeting of the Middle States Association of Colleges and Secondary Schools, I pointed out that the years immediately ahead would present numerous difficulties because of the demand from veterans. The pessimists of that day, of whom there were many, believed that few veterans would take advantage of the G. I. Bill of Rights (Public Law 346). Indeed, one prominent college president from Chicago whom I shall not mention by name, stated that the colleges would be harboring educational hobos. How wrong he proved to be!

In my Annual Report to the Chancellor for the 1944-45, I made the following statement: "I am of the opinion that during the next few years the colleges of this country will be flooded with applications for admission far beyond previous expectations. The resulting student body will far surpass, in terms of numbers and scholastic attainment, anything previously experienced. Various estimates have been made of full-time college veteran attendance ranging from 500,000 to 2,000,000, with the latter figure being the most likely."

During the fall of 1945 you will recall that the demobilization of men continued at a most rapid pace, far exceeding the estimates of the Army and Navy, but paralleling the experience of 1919 and previous conflicts. The release of these men resulted in the unprecedented demand mentioned above.

In January, 1946, the headlines in the press began to change their complexion. Headlines similar to these were common: "COLLEGES CLOSED. NO ROOM FOR VETERANS IN COLLEGES. COLLEGES WARNED OF VETERANS IRE. SCHOOLS SHORT-SIGHTED IN VETERANS AID SAYS PREXY." Furthermore, one

of the widely read educational writers, reporting upon a conference held in Cleveland in January, 1946, indicated no space was available in universities and colleges. A few days later, the representatives of the smaller liberal arts colleges announced through this same writer that some 250,000 places were still available.

The high school seniors, quite understandably, were thrown into virtual panic and it was not long before the admissions offices of the colleges were deluged with applications. Many of the high school students filed multiple applications, for which they could not be blamed. I know of one case where an individual, not a veteran, of rather low scholastic ability, filed 53 applications before he was finally accepted.

Because I felt that the pendulum had swung too far in the direction of over-optimism, I made the following statement in my report to the Chancellor for the academic year 1945-46: "The huge educational backlog built up during the previous five years evidenced itself rather quickly in the form of applications for admission to educational institutions, particularly those on the higher level. I should be the last one to minimize the magnitude of this movement and the task which confronts colleges during the next several years. I do feel, however, that many educators as well as some public office holders have over-estimated the size and length of the post-war bulge. Such thinking is perhaps to be expected, when applications arrive on the college campus in almost endless number and when politicians receive pressure letters from constituents, who are having difficulty in gaining admission to colleges of their choice.

". . . It is quite evident that some colleges, in their endeavor to perform public service in providing education for veterans, are over-expanding to a point where serious budgetary complications will arise as early as 4 or 5 years from now. It is granted that the foregoing analysis contains much crystal gazing."

The pressure for expansion of institutions of higher learning, however, continued without abatement. Estimates ranging from 3,000,000 to 6,000,000 students by 1950 were being generally accepted and given widespread publicity. In the space of a few years we had come from the depths of despair to some of the most fantastic calculating yet witnessed by college planners.

The budgetary complications and the decline in enrollment indicated above have eventuated. I am most emphatic in adding that the

losses experienced in September 1950 would have resulted despite the Korean War, although the latter and its ramifications will accelerate the decline. Many of the optimists and the crusaders of the late forties again turned pessimists in the fall and winter months to the point where one would believe that there will be no students in college next fall, and most of our institutions will go bankrupt. Declines of 60 to 80% were envisioned and given wide publicity.

I find it difficult to accept this point of view. Unless the war spreads beyond Korea, we can expect a decline of no more than 20% in enrollment in institutions of higher learning. It is true, of course, that some institutions will experience a smaller loss and others greater, depending upon local conditions and the composition of the student body. It is obvious, for example, that colleges accommodating men only will be more seriously affected, but in my humble judgment not to the extent widely publicized. Moreover, colleges drawing students from rural areas are likely to be at a greater disadvantage than those in large cities.

This matter of prognosticating enrollments is of such concern to registrars and admissions officers that a workshop has been arranged for our convention. It is hoped that from this study will emanate some reliable projections for the future. It is more important, however, that the results of the study will enable you better to evaluate your own situation.

Whatever the enrollment picture for the next three or four years, the long-range prospects indicate a tremendous influx in the next decade and for the years thereafter. I need to recite but one illustration to indicate the magnitude of this development. Whereas the total number of youths who will become 18 years of age this year will be 2,139,000, the figure for 1965 will be 3,700,000, representing an increase of 75 per cent. Each one of us has a responsibility to keep our superiors informed of enrollment trends if they are to plan adequately for the days ahead.

#### *Acceleration*

Acceleration was defined by the late Edmund Day of Cornell University at the American Council Conference last month as "one of two conceptions—(a) the increase of the rate of progress or (b) the shortening of a distance to a stated educational goal." Most of us, I am sure, have the understanding described in "a".



This matter of acceleration is another issue which engendered considerable discussion during the past fall and winter. I have been troubled for some time that our educational system, which recognizes individual differences in the ability of students, has not acted more intelligently on this matter long ago. It seems to me that the question should first be considered on its educational merits, rather than from the standpoint of pressure resulting from a national emergency. If it is to the best interest of the individual student to complete a four-year course in three years, I believe it is sound from an educational standpoint to permit him to do so.

I do not wish to give the impression, however, that I am an advocate of compulsory acceleration, but rather of accelerating the individual student instead of the entire student body.

It is unfortunate that we need a national emergency to induce changes in our educational system which are to the best interests of some of our students. When and if universal military training, with the concomitant interruption of two to two and one-half years, becomes the law of the land, it will be necessary for colleges to become more concerned regarding the matter of acceleration. It will be particularly important to provide an opportunity for continuous study for those embarking upon professional careers in order to make up some of the time lost. If provision is not made, physicians will generally not be able to practice in many states until age 32, and dentists one year earlier. Such a development would not be fair to the individual or the community, and therefore is not in the national interest.

### *Participation in Meetings*

Your Association was represented at the following meetings during the year by those indicated:

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| May 5-6, 1950    | Annual Meeting of the American Council on Education, Chicago, Illinois ("American Education Faces The World Crisis"). Represented by Elwood C. Kastner, New York University.           |
| June 19-20, 1950 | American Council on Education and United States Office of Education, Washington, D.C. (Conference on "Student Personnel Work"). Represented by Elwood C. Kastner, New York University. |
| June 27-30, 1950 | American College Public Relations Association, Annual Convention held at the University of Michigan, Ann Arbor, Michigan. Represented by Ira M. Smith, University of Michigan.         |

- September 9-10, 1950 National Conference for Mobilization of Education, Washington, D.C. Represented by John M. Rhoads, Temple University.
- October 6-7, 1950 American Council on Education, Washington, D.C. (Conference on "Higher Education in the National Service"). Represented by Elwood C. Kastner, New York University, who was chairman of Section 6, "Policies Relating to Student Admission and Withdrawal." Consultants: Herman A. Spindt, University of California; R. F. Thomason, University of Tennessee; and George P. Tuttle, University of Illinois.
- October 25, 1950 50th Anniversary of the College Entrance Examination Board, New York. Represented by Elwood C. Kastner, New York University.
- December 7, 1950 Eastern College Athletic Conference, New York City. Represented by Elwood C. Kastner, New York University, who addressed the group on the topic "Mobilization and Its Impact Upon College Enrollment."
- December 15-16, 1950 National Education Association's Regional Teacher Conference at Boston, Massachusetts. Represented by Donald L. Oliver, Boston University, and Laura A. Townsend, Wheelock College.
- January 5-6, 1951 National Education Association's Regional Teacher Conference at Washington, D.C. Represented by Fred E. Nessel, George Washington University.
- January 8-9, 1951 National Education Association's Regional Teacher Conference at Cincinnati, Ohio. Represented by Reverend Carl J. Ryan, Teachers College, Athenaeum of Ohio, and Raymond Fellingner, Xavier University, Cincinnati, Ohio.
- January 8-10, 1951 Annual Meeting of the Association of American Colleges, Atlantic City, New Jersey ("The Colleges In This Crisis"). Represented by Elwood C. Kastner, New York University.
- January 19-20, 1951 National Education Association's Regional Teacher Conference at Phoenix, Arizona. Represented by J. Lee Thompson, Phoenix College.
- January 19-20, 1951 American Council on Education, Washington, D.C. (Follow-up of the Recommendations Made at the Conference on Higher Education in the National Service). Represented by Elwood C. Kastner, New York University, and William C. Smyser, Miami University. (Elwood C. Kastner appeared with Congressman Olin E. Teague, Harold V. Stirling, Lawrence R. Lunden, and Daniel D. Feder in a panel discussion on plans for new veteran legislation.)
- January 29-30, 1951 National Education Association's Regional Teacher Conference at Spokane, Washington. Represented by Max R. Chapman, Gonzaga University.
- February 5-6, 1951 National Education Association's Regional Teacher Conference at Omaha, Nebraska. Represented by Jack N. Williams, Creighton University.

- March 19-20, 1951 American Council on Education, Washington, D.C. (Conference on "Problems of Academic Acceleration"). Represented by Elwood C. Kastner, New York University.
- March 26-29, 1951 Annual Meeting of Council of Guidance and Personnel Association, Chicago, Illinois. Represented by Albert F. Scribner, Valparaiso University.
- March 26-29, 1951 Annual Meeting of American College Personnel Association at Chicago, Illinois. Represented by J. Anthony Humphreys, Chicago City Junior College, Wilson Branch.
- March 29-30, 1951 National Student Conference, Committee on Human Relations in Higher Education, American Council on Education, at Earlham College, Richmond, Indiana. Represented by Dean R. F. Thomason, University of Tennessee.
- March 30, 1951 American Council on Education, Washington, D.C. (Meeting for Purpose of Discussing the Publication *American Universities and Colleges*). Elwood C. Kastner, New York University, served as consultant.

#### *Inaugurations and other Ceremonies*

The Association received and accepted invitations to the following inaugurations and other ceremonies:

- April, 1950 Inauguration of Dale Hartzler Gramley as President of Salem College, Winston-Salem, North Carolina. Represented by N. Yarborough, High Point College, North Carolina.
- April, 1950 Installation of Robert F. Harrington as President of Samuel Houston College, Austin, Texas. Represented by Pearl A. Neas, Southwestern University, Georgetown, Texas.
- April 29, 1950 Inauguration of Horace A. Hildreth as President of Bucknell University, Lewisburg, Pennsylvania. Represented by William S. Hoffman, Lycoming College.
- September 25-26, 1950 Dedication of Bosworth Library, College of the Bible, Lexington, Kentucky. Represented by Dr. Lee Sprowles, University of Kentucky.
- October 4-5, 1950 Inauguration of President Milton S. Eisenhower, Pennsylvania State College, State College, Pennsylvania. Represented by Gilbert S. Quick, University of Pittsburgh.
- October 8-10, 1950 Inauguration of President Gordon Gray, University of North Carolina, Chapel Hill, North Carolina. Represented by Gus E. Metz, Clemson Agricultural College.
- October 14, 1950 Inauguration of President Paul M. Pitman, College of Idaho, Caldwell, Idaho. Represented by Bess Steunenberg, College of Idaho.
- October 14, 1950 Inauguration of President Val H. Wilson, Colorado Woman's College, Denver, Colorado. Represented by Charles Maruth, University of Denver.

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| October 27-28, 1950         | Inauguration of John C. Warner and Ceremonies Observing 50th Anniversary of Carnegie Institute of Technology, Pittsburgh, Pennsylvania. Represented by Maurice J. Murphy, Duquesne University. |
| October 30-November 3, 1950 | Inauguration of President Louis L. Madsen, Utah State Agricultural College, Logan, Utah. Represented by William H. Bell, Utah State Agricultural College.                                      |
| November 9, 1950            | Inauguration of President Marion T. Harrington, Texas Agricultural and Mechanical College, College Station, Texas. Represented by S. G. McCann, Rice Institute.                                |
| November 11, 1950           | 100th Anniversary of Heidelberg College, Tiffin, Ohio. Represented by John W. Bunn, Bowling Green State University.  |
| November 13-14, 1950        | Inauguration of President Lois P. Chapel, Southwestern University, Georgetown, Texas. Represented by Pearl A. Neas, Southwestern University.   |
| November 28, 1950           | Inauguration of President Harold W. Tribble, Wake Forest College, Wake Forest, North Carolina. Represented by Roy G. Armstrong, University of North Carolina.                                  |
| April 25, 1950              | Inauguration of President Robert F. Chandler, Jr., University of New Hampshire, Durham, New Hampshire. Represented by Thomas Garrett, St. Michael's College.                                   |

### *Regional Meetings*

Your officers attended the following regional meetings:

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| October 12, 1950    | West Virginia Association of Collegiate Registrars, Clarksburg, West Virginia. Represented by Elwood C. Kastner, New York University.  |
| October 19-21, 1950 | Texas Association of Collegiate Registrars, Houston, Texas. Represented by Elwood C. Kastner, New York University.   |
| October 23-24, 1950 | Upper Midwest Regional Association, Winona, Minnesota. Represented by Robert S. Linton, Michigan State College.  |
| November 2-3, 1950  | National Association of Deans and Registrars in Negro Schools, Howard University, Washington, D.C. Represented by Elwood C. Kastner, New York University, and William Hoffman, Lycoming College. |
| November 5-8, 1950  | Pacific Coast Association of Collegiate Registrars, Portland, Oregon. Represented by Ethelyn Toner, University of Washington.  |
| November 25, 1950   | Middle States Association of Collegiate Registrars and Officers of Admission, Atlantic City, New Jersey. Represented by Elwood C. Kastner, New York University.                                  |
| December 5, 1950    | Southern Association of College and University Registrars, Richmond, Virginia. Represented by Elwood C. Kastner, New York University.  |
| April 5, 1951       | South Carolina Registrars Association, Furman University, Greenville, South Carolina. Represented by Dean John E. Fellows, University of Oklahoma.   |

### *Conclusion*

The influence of your Association has been further extended during the year. The impetus given this movement by my predecessors in office is now enabling us to move forward quite rapidly in the direction of greater recognition. There is hardly a regional or national meeting affecting education in which our members, now numbering over 1400, are not active participants. Our Association has been rewarded with appointment to a number of important American Council committees. Moreover, our members are also filling important roles with distinction in regional associations, and by so doing are not only bringing credit to themselves, but to our profession.

There still remains much to be done. As a matter of fact, as I view the year in retrospect I cannot help but remind myself of the many things left undone, rather than the few things accomplished. In order for us to fulfill our mission in the field of higher education we must vigorously pursue our objectives. This responsibility rests not only upon the shoulders of officers of the Association, but equally as well upon the entire constituency.

In concluding this brief report I want formally and sincerely to express my thanks and appreciation to members of the Association, the committees, and the officers for the support given during my term of office. The hospitality shown me throughout the country and in Mexico, the new friendships made, and the old acquaintances renewed will be a continuing source of satisfaction and inspiration.

ELWOOD C. KASTNER, *President, AACRAO*

## REPORT OF THE SECOND VICE-PRESIDENT

The policy adopted by the Executive Committee in 1948 of using the list of institutions appearing in "Part 3, Education Directory, Higher Education" published annually by the Federal Security Agency, Office of Education, as a basis for membership was continued. All of the 580 institutions appearing in the 1949-50 edition who were not members of AACRAO were mailed letters of invitation to membership on October 2, 1950. These were followed several weeks later by complimentary copies of the October, 1950 issue of COLLEGE AND UNIVERSITY. In response to these invitations 52 applications to membership were received and processed. In addition, 91 *Journals* were mailed to admissions officers with applications from 16 subsequently received and processed. Thirty-two other applications were received and processed. The excellent co-operation of the Regional Associations in assisting with this membership campaign is sincerely appreciated.

Fourteen institutions not listed in the 1949-50 edition of the Education Directory applied for membership. Of these, 3 were cleared for membership by the Federal Security Agency, Office of Education. The others were advised they would be eligible as soon as they were cleared for listing in a coming edition of the Education Directory.

Besides the 580 form letters of invitation to join AACRAO, 284 other individual letters were written in connection with the work of the Second Vice-President.

There were 21 cancellations (3 resulting from institutions closing their doors), 4 reinstatements, and 4 honorary members were added to the roll.

The net gain in membership for the year totals 92 or 6.8% over the preceding year. Our total membership is now 1,438.

The attached table shows our membership last year and this year with notations as to cancellations and new members. The stars indicate those institutions who have presented applications to the Second Vice-President but have not been cleared through the Treasurer's Office.

(MRS.) ETHELYN TONER  
*Second Vice-President*



State	Membership April 1950	Cancellations	New Members & Reinstatements	Membership April 1951
Alabama	17	1		16
Arizona	5			5
Arkansas	19	1	2	20
California	82		7* (1)	89
Colorado	20	2	2	20
Connecticut	20	1	4	23
Delaware	2		1	3
District of Columbia	18	1	2	19
Florida	12		2	14
Georgia	32	2	2	32
Idaho	8			8
Illinois	82	3	2	81
Indiana	33		3	36
Iowa	33		1	34
Kansas	26			26
Kentucky	28		3	31
Louisiana	18		1	19
Maine	7		3	10
Maryland	22		5	27
Massachusetts	53	1	4	56
Michigan	42		3* (2)	45
Minnesota	29	1	2	30
Mississippi	14	1		13
Missouri	52	1	3* (1)	54
Montana	8		1	9
Nebraska	18			18
Nevada	2			2
New Hampshire	4			4
New Jersey	37	1	4	40
New Mexico	8			8
New York	102	1	8	109
North Carolina	33			33
North Dakota	8			8
Ohio	61		2	63
Oklahoma	21		1	22
Oregon	18			18
Pennsylvania	85	1	3* (1)	87
Rhode Island	9			9
South Carolina	21			21
South Dakota	12			12
Tennessee	35		2* (1)	37
Texas	51		6* (1)	57
Utah	9			9
Vermont	6			6
Virginia	33		1	34
Washington	19		2	21
West Virginia	20			20
Wisconsin	29	1	4	32
Wyoming	2			2
Alaska	1			1
Canada	14		1	15

Egypt .....	1			1
Hawaii .....	1			1
Philippines .....	1			1
Lebanese Republic .....	1			1
Mexico .....	1		1	2
Puerto Rico .....	2			2
Total .....	1,347	19	88	1,416
Honorary .....	20	2	4	22
TOTAL .....	1,367	21	92	1,438

## REPORT OF THE TREASURER

The fiscal year of the Association extends from June 1 to May 31. This report is for the period of June 1, 1950, to March 28, 1951. Income, expenditures, and the cash position of the Association at the end of the fiscal year on May 31, 1951, together with the auditor's report, will be published in the October issue of COLLEGE AND UNIVERSITY.

In accordance with constitutional requirement, the books of the Association are audited annually by a firm of certified public accountants. The Treasurer is bonded in the amount of \$5,000.00.

STATEMENT OF CASH RECEIPTS AND DISBURSEMENTS  
FOR THE PERIOD JUNE 1, 1950, TO MARCH 28, 1951*Cash and Securities at June 1, 1950*

Cash in Bank .....	\$ 3,401.36	
Petty Cash Funds .....	60.00	
United States Treasury Bonds—at Cost-Par Value .....	2,200.00	
United States Savings Bonds, Series G—at Cost .....	5,000.00	
	<u>\$10,661.36</u>	
Less—Federal Withholding Tax Payable as of June 1, 1950	33.75	\$10,627.61

*Add—Receipts*

Memberships—Renewal .....	\$11,949.00	
New .....	626.00	\$12,575.00
Subscriptions—Renewal .....	\$ 527.80	
New .....	73.00	
Club .....	340.50	
Single Copies .....	37.00	978.30
Advertising .....		41.38
Corrections and Revisions to the Report on		
Credit given by Educational Institutions .....		
Interest on United States Treasury and Savings Bonds ....	157.50	
1950 Convention—Exhibit Income .....	50.00	\$13,802.18
Total .....		<u>\$24,429.79</u>

*Deduct—Disbursements*

General Administration .....	\$ 2,130.92
1951 Convention .....	299.31
Editor's Office .....	4,671.23
Treasurer's Office .....	885.09
Committee on Special Projects .....	507.30
Committee on Office Forms .....	100.00
Evaluation—Inventory .....	298.12
Miscellaneous .....	100.00
	<u>\$ 8,991.97</u>
Cash and Securities at March 28, 1951 .....	<u>\$15,437.82</u>

*Consisting of:*

Cash in Bank .....	\$ 8,214.72
Petty Cash Funds:	
Editor's Office .....	\$25.00
Treasurer's Office .....	10.00
Subscription Manager's Office ....	25.00      60.00
	<u>                    </u>
U.S. Treasury Bonds—at Cost-Par Value..	2,200.00
U.S. Savings Bonds, Series G, at cost ....	5,000.00
	<u>                    </u>
	\$15,474.72
Less—Federal Withholding Tax Payable as of	
March 28, 1951 .....	36.90
	<u>                    </u>
NET .....	<u>\$15,437.82</u>

Respectfully Submitted,

ALBERT F. SCRIBNER

## REPORT OF THE COMMITTEE ON NOMINATIONS

Your Committee on Nominations respectfully submits the following nominations of officers for 1951-52.

For Second Vice-President, Mr. Roy Armstrong, Director of Admissions, University of North Carolina.

For First Vice-President, Miss Emma E. Deters, Registrar, University of Buffalo.

For President, Mr. John E. Fellows, Dean of Admissions and Registrar, University of Oklahoma.

Committee on Nominations

IRENE DAVIS  
W. P. CLEMENT  
R. F. THOMASON  
R. E. McWHINNIE  
G. P. TUTTLE, *Chairman*

This report was accepted and the nominees elected by unanimous vote of the Convention.

REPORT OF THE COMMITTEE ON THE BUDGET FOR THE FISCAL YEAR 1951-1952  
June 1, 1951—May 31, 1952

Income

I	Memberships .....	\$19,075.00
II	Subscriptions to COLLEGE AND UNIVERSITY .....	1,000.00
III	Advertising in COLLEGE AND UNIVERSITY .....	300.00
IV	Interest on Invested Funds .....	180.00
Total Estimated Income .....		\$20,555.00

Expenditures

I	General Administration .....	\$ 4,100.00
II	1952 Convention .....	1,000.00
III	Editor's Office	
	Publication of COLLEGE AND UNIVERSITY .....	\$6,500.00
	Topical Index .....	500.00
	Total .....	\$ 7,000.00
IV	Treasurer's Office .....	1,500.00
V	Committee on Special Projects	
	Report of Credit Given .....	\$1,800.00
	Committee on Transcript Adequacy ....	500.00
	Committee on Handbook .....	900.00
	Committee on Microfilming	
	and Microcards .....	375.00
	Contingency Fund .....	150.00
	Total .....	\$ 3,725.00
VI	Committee on Office Forms .....	150.00
VII	Committee on Co-operation with	
	U.S. Office of Education .....	500.00
VIII	Employment Service Committee .....	300.00
IX	Committee on Evaluation .....	800.00
X	AACRAO (UNESCO) Fellowship .....	500.00
XI	Committee on Regional Associations .....	150.00
XII	General Contingent Account .....	250.00
XIII	American Council on Education membership .....	100.00
XIV	Committee on Constitution & By-Laws .....	50.00

Total Estimated Expenditures .....\$20,125.00  
Excess of Income over Expenditures .....\$ 430.00

Respectfully submitted

R. E. McWHINNIE, *Chairman*

A. F. SCRIBNER

E. C. KASTNER

This recommended budget was adopted by vote of the Convention.

## REPORT OF COMMITTEE ON RESOLUTIONS

Your Committee on Resolutions begs to submit the following:

1. WHEREAS: The 37th Annual Convention of the American Association of Collegiate Registrars and Admission Officers has been a very successful and inspiring meeting:

*Be It Resolved:* That this convention express its thanks and appreciation to the Members of the Executive Committee for planning a broad and vitally interesting program, which has proven beneficial to all registrars and admission officers, experienced and inexperienced.

*Be It Further Resolved:* That we recognize our debt of gratitude to our guest speakers who brought us practical and inspiring messages—Dr. Arthur S. Adams, President American Council; Dr. Robert L. Sutherland, Director, The Hogg Foundation, University of Texas; Mr. Delbert Downing, Midland, Texas; Dr. Charles W. McLane, Director, American Council in Education's Commission on Accreditation of Service Experiences.

2. WHEREAS: We appreciate the enormous amount of planning and work necessary for the proper functioning of a convention of this size.

*Be It Resolved:* That we express our thanks to Mr. H. Lloyd Heaton, Chairman of the Convention Committee and his Associates who were responsible for registration, local entertainment, exhibits and banquet.

*Be It Further Resolved:* That a vote of thanks be extended to the Texas Association of Collegiate Registrars and Admission Officers which were hosts to the Convention.

*Be It Further Resolved:* That individual expressions be sent to the daily newspapers of Houston for the generous and satisfactory way in which these newspapers have reported the 37th Annual Convention of Collegiate Registrars and Admission Officers. The Registrars and Admission Officers recognize the support that newspapers over the country give to educational work and to members of this conference meeting in Houston.

*Be It Further Resolved:* That the Management of the Rice Hotel be complimented upon the quality of its accommodations and its hospitality.

3. WHEREAS: We are well aware of the time and effort expended and which will continue to be expended during this period of stress,

Be It Resolved: That we express our appreciation to Captain Morton C. Mumma of the Selective Service, Mr. A. Pemberton Johnson of the Educational Testing Service, and Dr. Claude Hawley of the U. S. Office of Education for giving their time in conference with our officers and Committee on Relations with the Office of Education and for presenting information to our membership in open meeting.

*Be It Further Resolved:* That we record our desire to co-operate in the interest of our nation and in the interest of those of our students who show promise of furthering the national welfare through diligent application to their studies until such time as it may be found advisable for them to enter military service.

*Be It Further Resolved:* That we further record our faith in education as one of our greatest national assets and reaffirm our desire to render the highest professional service of which we are capable in these serious times.

Respectfully submitted,

MARJORIE CUTLER

MAURICE J. MURPHY

J. EVERETT LONG

WILLIAM F. ADAMS, *Chairman*

#### REPORT OF THE COMMITTEE ON SPECIAL PROJECTS

In the past the Report of the Committee on Special Projects has been a summary of the reports of the sub-committees. This year, because of the number of committees and the volume of material to be presented, it will only be a listing of committees with, in some cases, a few remarks. The reports of the various sub-committees will either appear in the *July Journal* or subsequently in articles prepared by these groups. During the past year seven committees or forty individuals have been working on assignments.

The Report on Credit Given by Educational Institutions will be published and distributed before the end of June. Dr. H. Donald Winbigler of Stanford University will prepare this report as usual. He has submitted his resignation to the Committee and a new group composed of Donald Grossman, University of Illinois, Ted McCarrell, State University of Iowa, and Ronald Thompson, Ohio State University, with the last named as chairman, will prepare the report next year. Revision of symbols and inclusion of additional institutions will be studied by the new committee. The Committee on Special



Projects wishes to thank Dr. Winbigler for his untiring efforts in editing this publication and for his contribution to the advancement of the Association. It wishes also to thank J. Pearce Mitchell for his services in establishing this publication and Stanford University for its contribution of secretarial assistance during these many years of publication of this report.

The sub-committee on Adequacy of Transcripts issued a new supplement with some revisions in October. It is making progress in the problem of getting State Commissioners of Education to accept an *adequate* transcript in lieu of special forms. It is now working with a committee of the Deans of Graduate Schools to make more effective the efforts of the committee in getting schools to accept its recommendations. A new guide, including revisions and a statement on forged transcripts, will be prepared and distributed during the coming year.

The sub-committee on the Handbook is making progress both in encouraging colleges to prepare handbooks of their own and in the preparation of a handbook on best practices. More than 100 colleges and universities are participating in the work of this committee. A more complete report will be published in the *Journal*.

Other sub-committees at work this past year were Machine Equipment in the Registrars and Admissions Office, Microfilm, Enrollment Trends, and Admissions Policies and Practices. The last committee now has material for several articles which will appear in *COLLEGE AND UNIVERSITY*.

All these committees will continue next year except the committee on microfilm, which will be combined with that on machine equipment.

In addition the following problems are to be studied by committees during the next year:

1. High School-College Relations.
2. A Glossary of Terms used in the Registrars and Admissions Office.
3. Greater Service to other Divisions of our Institutions.

In order to continue the work of the Committee a larger budget is necessary and we hope the Association will be able to comply with this request. A careful study by the Committee was made before the recommendations were forwarded.

JOHN M. RHOADS, *Chairman*

### REPORT OF THE SUBCOMMITTEE ON THE HANDBOOK OF THE COMMITTEE ON SPECIAL PROJECTS

The Subcommittee on the Handbook was authorized by the Executive Committee of the A.A.C.R.A.O. at the time of the annual meeting in Columbus, Ohio, in 1949, and charged with the problem of developing a manual of best practices in admissions, enrollment, academic accounting, and in the other functions of the registrar and admissions officer. The personnel of the subcommittee consists of Miss Helen Burgoyne of the University of Cincinnati, Miss Alma H. Preinkert of the University of Maryland, Mr. D. R. Fitch of Denison University, Mr. J. Gilbert Quick of the University of Pittsburgh, and Mr. J. E. Fellows of the University of Oklahoma. Mr. Fitch is serving as secretary and Mr. Fellows as chairman of the committee.

As a beginning, the committee enlisted the co-operation of a number of institutions in the development of office manuals of policies and procedures under the direction of the committee. It was realized at the outset that, since a variety of different methods might be undertaken in the development of an individual office manual, each co-operating school should attack the problem in its own particular manner. With this in mind, 52 institutions were invited to participate. To date, 40 acceptances have been received, including public and private institutions, large and small universities, liberal arts colleges, teachers colleges, junior colleges and technological institutions. The following institutions are now participating in this project.

<i>Name</i>	<i>Location</i>
Agricultural and Mechanical College of Texas	College Station, Texas
Ball State Teachers College	Muncie, Indiana
Beloit College	Beloit, Wisconsin
Briarcliff Junior College	Briarcliff Manor, New York
Buffalo, University of	Buffalo, New York
California Institute of Technology	Pasadena, California
Case Institute of Technology	Cleveland, Ohio
Chicago City Junior College	
Wilson Branch	Chicago, Illinois
Chicago, University of	Chicago, Illinois
Cincinnati, University of	Cincinnati, Ohio
Colorado School of Mines	Golden, Colorado
Concordia Teachers College	Seward, Nebraska

Denison University	Granville, Ohio
Drexel Institute of Technology	Philadelphia, Pennsylvania
Fresno Junior College	Fresno, California
George Peabody College for Teachers	Nashville, Tennessee
Georgia Institute of Technology	Atlanta, Georgia
Indiana State Teachers College	Terre Haute, Indiana
Iowa State College of Agriculture and Mechanical Arts	
Little Rock Junior College	Ames, Iowa
Marshall College	Little Rock, Arkansas
Maryland State Teachers College	Huntington, West Virginia
Maryland, University of	Towson, Maryland
National College of Education	Baltimore, Maryland
Nebraska, University of	Evanston, Illinois
New York University	Lincoln, Nebraska
Oklahoma Baptist University	New York, New York
Oklahoma, University of	Shawnee, Oklahoma
Oregon State College	Norman, Oklahoma
Oregon, University of	Corvallis, Oregon
Reed College	Eugene, Oregon
Rensselaer Polytechnic Institute	Portland, Oregon
Santa Rosa Junior College	Troy, New York
Stephens College	Santa Rosa, California
Stockton College	Columbia, Missouri
Temple University	Stockton, California
Tennessee, University of	Philadelphia, Pennsylvania
Texas Technological College	Knoxville, Tennessee
West Texas State College	Lubbock, Texas
Wheaton College	Canyon, Texas
	Wheaton, Illinois

Representatives from a majority of the co-operating institutions met together a year ago in one of the workshop sessions at the national meeting. Experiences were shared, proposals were evaluated, and a program of co-operative effort laid out. It was recommended that all A.A.C.R.A.O. member institutions should be encouraged to prepare manuals of policies and procedures for their particular offices, using the following tentative pattern as a guide:

#### TABLE OF CONTENTS

##### I. Introduction

1. Organization of the office
2. Institutional and office policies
3. Institution-employee relationship

## II. Areas of Responsibility

1. Admissions and advanced standing
2. Registration and enrollment
3. Fee assessments and adjustments
4. Academic accounting and records
5. Reports, duplication, and certification of records
6. Probation, suspension, and scholarship services
7. Graduation
8. Personnel services
9. Information service and student contacts
10. Statistical analyses and reports
11. Bulletins, catalogs, and editorial services
12. Committee responsibilities and faculty minutes and actions

## III. Inter-office Services

1. Communications and secretarial services
2. Employee management
3. Filing
4. Supplies and supply control

## Index

In addition to these co-operative efforts, over one hundred representative registrars and admissions officers have been contacted by the committee this spring in order to secure their judgments as to the essential elements in adequate admissions, registration, and academic records procedures. As in the 40-college co-operative project, no attempt has been made to condition the replies by leading questions or by too specific directions. Each person was asked to enumerate the elements which he considered essential in an adequate procedure in each of the three areas. The committee has received replies from 86 of the 113 contacted. As the replies were received, they were tabulated and analyzed. It is hoped that the results of these "opinionnaires" can be used by the committee in formulating the basic principles by which an institution can evaluate its own procedures in admissions, registration, and academic accounting.

It is the intention of the committee to use the experience from these ventures to develop co-operatively a standard practice book which will become a handbook for the Association.

In addition, the committee intends to encourage the circulation and exchange of manuals developed by the various offices. The committee will also encourage the exhibiting of manuals at the annual meeting

and is co-operating with the Committee on Office Forms in the display this year.

The committee continues to realize the enormity of the task that has been assigned to it but has high hopes that a worthwhile result can be achieved through the active co-operation of a large number of individuals and institutions.

Submitted by:

J. E. FELLOWS, *Chairman*

#### REPORT OF THE SUB-COMMITTEE ON ADMISSIONS POLICIES AND PROCEDURES

The sub-committee on Admissions Policies and Practices of the Committee on Special Projects is making a survey of selected institutions in order to present to the Association ideas which might be accepted by institutions included in its membership. These reports were used at the Convention in the Workshop on Admissions.

At this time we are presenting a survey on Advanced Standing Procedures for Transfers to Undergraduate Status. A Survey of the Evaluation of Credentials from Foreign Countries will be published in the October issue of COLLEGE AND UNIVERSITY.

#### SURVEY OF ADVANCED STANDING PROCEDURES (Transfers to Undergraduate Status)

In order to present to Registrars and Admissions Officers at the Houston Convention what seem to be the best current procedures in handling undergraduate student transfers, early in January an inquiry was sent to a group of twenty-two institutions. The institutions selected for this survey all have had wide experience in accepting transfer students. The following twenty institutions have replied and it is their procedures which are discussed in this paper:

Boston University  
California, University of  
Colorado, University of  
Columbia University  
Georgia, University of  
Illinois, University of  
Indiana University  
Iowa, State University of  
Johns Hopkins University  
Kentucky, University of

Miami University  
Minnesota, University of  
North Carolina, University of  
Northwestern University  
Ohio State University  
Pennsylvania, University of  
Tennessee, University of  
Texas, University of  
Washington, University of  
Wisconsin, University of

Sixteen questions were asked these institutions. These questions and the answers given may be summarized as follows. The figures indicate the number of institutions giving the indicated reply.

1. What officer, committee, etc. passes upon the eligibility for admission of a candidate entering with advanced standing?

Complete authority rests with the Director of Admissions (or the Registrar if he is the admissions officer)—8; Director of Admissions with Dean's advice in doubtful cases—4; Committee on Admissions—4; Director of Admissions with advice of department heads—1; Director of Admissions except for Colleges of Agriculture and Engineering (Dean's authority)—1; Director of Admissions under authority of Board of Admissions—1; Registrar of each college or school within the University—1.

2. What officer, committee, etc. determines the *amount* of advanced standing to be entered on the record of the individual transfer student?

Director of Admissions (or Registrar if he is the admissions officer), sometimes under policies determined by a committee or board—12; Director of Admissions with advice of dean or department—3; Director of Admissions except for certain colleges within the institutions (Dean's authority)—2; Registrar (where this officer is *not* the admissions officer)—1; Committee on Admissions—1; Registrar of each college or school within the University—1.

3. To what extent do heads of teaching departments within your institution determine the *amount* of advanced standing to be allowed the individual student?

Departmental head (or chairman) called upon in an advisory capacity—12; Department heads determine amount in professional fields such as art, music, education, engineering, etc.—4; Departments not consulted—4.

4. Who determines whether courses transferred from other institutions may be accepted toward fulfilling minor, major or other specific degree requirements?

Deans of the colleges—5; Department heads—4; Registrar's Office (or Office of Admissions and Records) with special questions referred to department heads—4; Registrar's Office (or Office of Admissions and Records), in doubtful cases in consultation with dean of college or school—2; Registrar of each college or school within the University—2; Dean re specific degree requirements; department head re majors and minors—1; Director of Admissions for Com-



merce, Dean's office for Arts and Sciences, Heads of departments for engineering—1; Director of Admissions—1.

5. What Guides do you use in determining whether an institution is an "accredited" institution for purposes of full acceptance of transfer credit?

Report of AACRAO—18; Regional association lists—13; Directory of Higher Education, U. S. Office of Education—7; Supplementary information received from State Institutions—2; College Blue Book—2; Associations of Professional Schools—2; Accredited Higher Institutions, U. S. Office of Education—2; Chambers, *Universities of the World Outside U.S.A.*—2; Good, *Guide to American Universities*—1.

6. What is the basis of adjustment of credit from an unaccredited institution?

If school is partially accredited credit is established by successful work in advanced courses; otherwise credit in limited amount by examination—4; Provisional credit adjusted after period of residence—4; Validating examinations or in other cases tentative credit subject to maintenance of specific average—3; Follow the policy of the State University in the State where the institution is located—2; One-half credit allowed without examinations, establish full credit by examination—1; Allowed only through successful completion of advanced standing examinations and recommendation of credit by department concerned—1; Discretion of Registrar—criteria: the quality of work transferred and quality of work done in institution after transfer—1; Results of College Transfer Test given by Educational Testing Service, experience with other transfers from same source, judgment of accredited schools in same locality—1; Validated by examination or by passing advanced courses in the same field—1; Validating examination and previous experience with the institution—1; Special examinations in parallel courses—1.

7. Is credit allowed in terms of your institution's own courses or by course titles of institutions where credit was earned?

Institution's own courses—9; Institution's own courses where there are parallel courses, otherwise by title where credit was earned—5; Course titles where credit was earned—4; Credit frequently allowed in terms of general field, such as biology, English literature—Where definiteness is needed use title of other institutions, occasionally use own course numbers—1; No attempt made to designate exact course

equivalents but courses are classified along institution's own departmental lines—1.

8. From fully accredited institutions is credit allowed for courses your own institution does not offer?

Yes, provided course is such that it would be applicable toward student's present objective—8; Yes (unqualified)—6; As elective credit—4; Yes, recorded as special credit—1; As rule, No—1.

9. What maximum, if any, do you place on the acceptance of credit from fully accredited institutions where attendance has been limited to:  
(Note all replies are indicated in semester hours)

*One Quarter:* No maximum—7; Same amount student could earn locally—3; 12 semester hours (special action for more)—3;  $13\frac{1}{3}$  semester hours—2; No credit\*—2;  $1/12$  total required for degree—1;  $11\frac{1}{3}$  semester hours—1; Determined individually—1.

*One Semester:* No maximum—7; Same amount student could earn locally—3; 17 semester hours—2; No credit\*—2; Normal 17 sem. hours, superior 21 sem. hours—1; Special action for more than 18 sem. hours—1;  $\frac{1}{8}$  total required for degree—1; 18 sem. hours—1; 20 sem. hours—1; Determined individually—1.

*One Year:* No maximum—7; 36 semester hours—3; Same amount student could earn locally—3; 34 semester hours—2; Normal—34 semester hours, superior—42 semester hours—1; 32 semester hours—1; 40 semester hours—1; More than 36 by special action—1;  $\frac{1}{4}$  total required for degree—1.

*One Summer Session:*

	6 wks.	8 wks.	12 wks.		6 wks.	8 wks.	12 wks.
No maximum	6	6	6	10 semester hrs.	—	3	—
6 semester hrs.	5	—	—	$11\frac{1}{3}$ sem. hrs.	—	—	1
7 semester hrs.	1	—	—	12 semester hrs.	—	—	3
8 semester hrs.	3	4	—	$13\frac{1}{2}$ sem. hrs.	—	—	1
Same amt. student				13 semester hrs.	—	—	1
may earn locally	3	3	3	14 semester hrs.	—	—	2
No credit	2	2	2	16 semester hrs.	—	—	1
9 semester hrs.	—	2	—				

10. What maximum, if any, do you place on credit earned during two years at a junior college?

60 semester hours—6; 60 semester hours plus physical education—1;  $\frac{1}{2}$  number of hours required for degree—2; 64 semester hours—2; 66 semester hours—2; 67 semester hours—1; 70 semester hours—

\* Two institutions do not allow any transfer credit for less than one year of work.

—1; 72 semester hours (one in Engineering only)—2; Same amount student may earn locally—1; No set policy—2.

11. If attendance at a junior college has been for more than two years, do you allow credit beyond the maximum stated in 10 above? If so, is there any limit?

No credit beyond maximum—14; No set policy—2; In general, no, occasionally by examination—1; 6 additional semester hours allowed—1; Show extra credit on record but cannot be used toward degree—1; By action of University Committee in each case some additional credit may be allowed—1.

12. Please explain fully any other restrictions upon credit from junior colleges.

No further restrictions—11; No credit for terminal curricula—4; No credit for courses of junior-senior level—3; Credit must be in line with student's educational objective—1; Prefer credit in major to be delayed until junior year—1.

The following comment was received from one Director of Admissions: "The question of junior college transfer credit is complicated, so far as I am concerned. For example, a student goes to the University of ..... for two years. He has not had general chemistry, but wishes to take this subject at the end of his sophomore year here. He takes this subject in a junior college, and we do not accept it. On the other hand, if this same student should go to a senior college and take this same subject in their junior college division we would accept it. Why the difference? I am wondering if it would be sensible to let a student take as much work as he wants in a junior college, but require that he earn two full years of work in a four-year institution."

13. Is original allowance of credit permanent or dependent upon subsequent record in your institution? (Explain fully.)

Permanent from fully accredited institutions, from others tentative—11; First evaluation provisional subject to record—4; Permanent, no qualifications—3; First evaluation tentative representing maximum, may be reduced later—1; No answer—1.

14. What limitations, if any, do you place upon the acceptance of transfer credit which has been earned in extension courses?

Maximum 30 hours for both extension and correspondence—5; Maximum of 60 semester hours for both extension and correspondence—3; No restriction from accredited institutions except the residence requirement of one year—3; Follow practice of school which

offers the extension work, otherwise no restriction except one year residence—2; In general no credit with exceptions where "investigation convinces us that extension work is conducted on essentially same basis as regular residence work"—1; Accepted from accredited institutions if they grant residence credit—1; Same provisions as for all credit—1; 30 semester hours from other extension departments, 60 from our own extension—1; Generally no credit, USAFI courses an exception—1; Maximum 45 semester hours in both extension and correspondence—1;  $\frac{1}{4}$  graduation requirements from extension, correspondence and examinations—1.

15. What limitations, if any do you place upon the acceptance of transfer credit which has been earned in correspondence courses?

Maximum 30 hours in extension and correspondence—5; Accepted only by examinations, except for USAFI courses and some others earned in service—3; Maximum 60 hours in extension and correspondence—3; Accepted in rare instances as elective credit—1;  $14\frac{2}{3}$  semester hours—1; No credit—1; Limits placed on correspondence by each college—1; Not more than 30 per cent of work toward degree—1; 20 semester hours—1; Accept credit from members of N.U.E.A. and USAFI—no limit indicated—1; Maximum 30 semester hours in correspondence—1;  $\frac{1}{4}$  requirements for degree in extension, correspondence, exams.

16. Please state briefly your policy in accepting by transfer credit claimed for:

(1) *Summer Tours*: No credit—10; Credit when certified by an accredited institution—7; Examinations usually required—2; Credit only for N.E.A. tours in Education—1.

(2) *Field Trips*: Credit when certified by an accredited institution—13; No credit—5; Credit on departmental recommendation or by examination—1; Credit by examination only—1.

(3) *Work Experience*: No credit—12; Credit by examination only—6; No credit except 6 months industrial work required for Engineering students—1; Credit if certified by an accredited institution—1.

(4) *College Level G.E.D. Tests*: No credit—13; Maximum of 24 semester hours—3;  $13\frac{1}{3}$  semester hours in English only for World War II veterans—1; Maximum of  $33\frac{1}{3}$  semester hours if taken locally—1; Maximum 18 semester hours (no credit for English Test)—1; Not accepted since June 1947—1.

(5) *Courses Taken While on Dismissed Status*: Accepted on regular transfer basis—13; Accepted on petition to the faculty or dean—

2; Accepted if dropped because of scholarship, but not accepted if dropped for disciplinary reason—2; Must be validated by examination—1; Settled on individual basis—1; No credit—1.

(6) *Failed Courses Repeated Elsewhere*: Accepted on regular transfer basis—13; Granted if student received prior approval—1; Accepted if of C grade or better—1; If taken at "A" institution credit accepted and original failure removed, if at "B" or "C" institution credit accepted but failure not removed—1; Accepted, but not by correspondence courses—1; Accepted if approved by Director of Admissions—1; No credit—1; Accepted in some cases—1.

(7) *Courses Passed with Lowest Passing Grade*: No credit—6; Credit allowed—4; Credit allowed but subject to institution's grade point requirement—4; Credit allowed if student has a C average—3; Credit allowed for not more than 10 per cent of hours transferred—1; Credit allowed except in Institute of Technology—1; Course credit allowed but not graduation credit—1.

(8) *Service Courses Completed while in Military Service*: Credit as indicated in "Guide to the Evaluation of Educational Experiences in the Armed Forces"—12; Granted on individual basis—3; No credit if completed subsequent to September 1, 1948—1; No credit if completed subsequent to December 31, 1946—1; Accepted if completed when student was eligible for G.I. Benefits—1; Veterans allowed a fixed number of free elective credits "for being in the service"—1;  $3\frac{1}{3}$  to  $5\frac{1}{3}$  semester hours allowed—1.

(9) *USAFI Courses*: Credit granted if end-of-course test is passed—6; "Applicable" credit granted—5; Credit granted up to 30 semester hours—2; Credit granted except for E.M.'s—2; Credit granted up to  $14\frac{2}{3}$  semester hours—1; Credit for correspondence courses but not for E.M.'s or subject tests—1; Credit granted for humanities and social science, but not for mathematics, sciences or foreign languages—1; No credit allowed—1; Credit by examination only—1.

(10) *Courses taken before High School Graduation*: No credit allowed—9; By special arrangement for students of promise—3; Credit beyond requirements for high school graduation, if at the college level—3; Limited credit approved beyond entrance requirements—2; Credit by examination—1; No credit if student was under 21—1; Occasionally grant credit from own University High School only—1.

(11) *Courses Taken with Professional Schools, Art Schools, Music Schools, etc. Which are not Affiliated with Accredited Institutions*: No credit—11; Credit allowed at discretion of Registrar (or Director of Admissions), dean of department head—5; Credit by examination—4.

(12) *Credit Earned a Number of Years Ago*: No time limit—17; Usually no credit for work over 20 years old—1; Credit depends on individual situation—1; Credit toward bachelor's degree accepted indefinitely, toward master's degree no credit after 6 years, toward doctorate no credit after 10 years—1.

#### REPORT OF THE COMMITTEE ON UNESCO

Through the efforts of the President of A.A.C.R.A.O., a "Leadership Award" was secured from the State Department through the U.S. Office of Education, to bring a Brazilian educator to the U.S. at the expense of our government.

On October 18, 1950, Dr. Jose Faria Goes, Professor of Educational Biology of the University of Brazil, Rio de Janeiro, arrived in Washington. Under the guidance of Irene Davis of Johns Hopkins University and Roy Armstrong of the University of North Carolina, an itinerary was worked out for him involving visits to some twenty or more institutions in the East and Southeast.

We trust that this contact will serve to strengthen our South American relations. We regret to report, however, that the committee is unanimous in expressing disappointment in regard to this year's experience, in spite of our high regard for Dr. Goes. We found that his interest was far greater along academic lines than along the line of administration.

The Committee is unanimous, however, in recommending that the project be continued another year if a wider choice can be extended to us in the selection of candidates by the State Department. We have been in touch with Dr. Thos. E. Cotner, of the Office of Education, who suggests that we make recommendations.

An inquiry from the Registrar of the University of the Philippines has been transmitted to Dr. Cotner, and we are also considering the possibility of bringing a representative from Japan. If these plans materialize, the representatives would probably spend their major time on the West Coast. This would be in line with the rotation system suggested by the committee. Dr. Cluysenaer from Holland spent most of his time in the Middle West and Dr. Goes in the East and Southeast.

Instead of a \$2,000 scholarship as originally planned for 1950-51, there has been no expense to the AACRAO this year. A budget of \$500 has been suggested for next year, to cover expenses which might arise in connection with the work of the Committee, particu-



larly if two candidates are brought to the U.S. We do not believe the expenses of the Committee should be carried by the institutions of the members as they were this year.

Respectfully submitted,

IRENE DAVIS

ROY ARMSTRONG

ENOCK C. DYRNESS, *Chairman*

#### REPORT OF THE COMMITTEE ON REVISION OF THE CONSTITUTION AND BY-LAWS

The Committee on Revision of the Constitution and By-Laws recommends to the Association a change in the By-Laws, Article I (fees), Section 1—as follows:

"That the annual institutional membership fee be changed from \$10.00 to \$15.00. That the fee for additional membership from a member institution be changed from \$3.00 to \$5.00."

This recommendation is based upon the report from the Executive Committee that additional funds are needed to meet the estimated budget requirements for the coming year with due allowance for normal expansion of services of the Association to its members.

The Association has grown rapidly during the past few years, particularly with respect to its influence on regional and national matters of educational importance which, of course, increases expenditures. We feel that our recommendation is fair and reasonable and should not result in any reduction in membership enrollments.

Respectfully submitted,

EMMA DETERS

FRED KERR

R. E. THOMASON

IRA M. SMITH, *Chairman*

This recommendation was adopted by the Convention without a dissenting vote.

#### REPORT OF THE COMMITTEE ON REGIONAL ASSOCIATIONS

The Regional Associations are, each year, becoming more unified in their purpose and in their working together. The regions have shown a wonderful spirit of co-operation and loyalty that has made the work with each of them a pleasure. More and more, they are exhibiting the emphasis which is given by the National Association on develop-

ing the human relations side of the Registrar's work, along with continually striving to improve the methods, procedures and techniques. The programs of the Regional Associations are clearly being planned to follow up the program of our National Convention. Workshops similar to the national workshops have appeared and have achieved wide recognition.

I appreciate sincerely the co-operation of all of the officers of the associations and of the members of my committee. This year, a new system is to be inaugurated in the selecting of the committee members. Each region is to elect its own for the coming year. To those members who will no longer be on the committee, may I again express my appreciation for your willingness to serve to the best of your ability in keeping a two-way flow of information going between the National Association and the Regional Associations.

I wish, also, to commend our Editor for the splendid job he has done in publishing reports of the meetings of the Regional Associations. I am sure that you have all benefited from reading the accounts of other meetings. It is hoped that more and more we will be able to use the Journal as the means of exchanging ideas.

This year, the mailing from the Chairman was comparatively light since we did not have a transcript guide or supplement to mail out. In March, we sent out a general letter to encourage as great an attendance at the National Convention as possible.

The Regional luncheons are not being held this year as they have in the past but time has been set aside for the regions to meet if they wish.

Clarification appears necessary as to our present actual Regional Associations. Combinations have occurred and we have, for example, the Southern Association of Registrars and Admissions Officers and State Associations within the Southern. Should we continue the State Associations as Regionals or consider the larger Association as the Regional?

Respectfully submitted,

R. S. LINTON, *Chairman*

#### REPORT OF THE COMMITTEE ON OFFICE FORMS

In the meeting of the Committee on Office Forms in San Francisco in 1950, it was decided to make a collection of new office forms so that additional packets and one or two additional single volume exhibits could be established. The first single volume exhibit for the

Committee on Office Forms was established five years ago. Two more single volumes were added four years ago. Invitations were sent this past year to four hundred registrars representing a cross section according to size, classification, and geographical distribution of institutions. Collections of office forms were received from 155. During this year twenty-seven new packets and two new single-volume collections have been prepared, each form bearing the name of the institution, with its size and classification. There were nine new headings for packets established. A summary sheet was developed to list the various services of the Committee and to serve as an order sheet for requesting services. (A copy follows herewith.) Requests should be sent to the Committee chairman. Circulation is determined by the order in which requests are received.

The following is the statement of policy under which the committee operates:

"1. The exhibit or packet in each case is received by a registrar, express collect, and is sent to the next registrar, express collect. Each user pays transportation only one way.

"2. Each new user is to be notified by the previous user when the exhibit or packet is actually shipped to the new user. The previous user will forward in the letter notifying shipment, the combination to the lock or key, as the case may be. A carbon of this letter of notification will be forwarded to the chairman of the Committee on Office Forms.

"3. Each user should plan to finish with the use of the exhibit or packet within three weeks.

"4. Each user holds the exhibit or packet until informed as to the address to which to forward the material.

"5. A sheet to evaluate the exhibit or packet and the work of the Committee is to be filled out by each user. This evaluation sheet is to be forwarded to the Committee Chairman along with the carbon referred to in item two."

The services of the Committee during the past year were made available to seventy-three different individuals in seventy-two colleges and universities located in thirty states: Alabama, Arizona, Arkansas, California, Colorado, Florida, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, New Jersey, New York, North Dakota, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Carolina, Tennessee, Texas, Virginia, West Virginia, and Wisconsin. Thirty-six registrars used one packet; 14 borrowed two packets; and 16 borrowed three packets.

There were two registrars who borrowed 11, 10, and 4 packets respectively; and one registrar each who borrowed 19, 17, 16, 15, 14, 13, 9, 8, 7, and 5 packets.

During the past year a single volume of the traveling exhibits was made available for the State Meeting of Registrars in each of eight states: Arkansas, Kansas, Kentucky, Michigan, Mississippi, Iowa, South Carolina, and Virginia. A single volume of exhibits was made available also to four regional meetings; Colorado-Wyoming, Southern Association, Upper Midwest Regional, and New England Association. The five single volumes of office forms were used by thirty-four institutions in eighteen states. In 1949-1950 thirteen institutions in eleven states used the binders of office forms. Continued use by state and regional meetings is to be encouraged.

The packets used most—by five or more registrars—were as follows: Registration forms by 24; Application for Admission by 20; Permanent Records by 15; *Work of the Registrar* by 13; ten registrars used each of Traveling Exhibit No. 1, Traveling Exhibit No. 2, and Directions for Registration; eight used Change of Course and Official Admission Cards; seven used each of Traveling Exhibit No. 4, Faculty Handbooks, Class Cards, Faculty Grade Reports, Matriculation Forms, Student Grade Reports, Student Handbooks, and Withdrawal Forms; six used each of Traveling Exhibit No. 3, Registrar's Office Handbooks, College Transcripts, Evaluation of Credit, and Probation-Failing-Warning; and five each used Annual Reports, Grade Change, Mid-Term, and Petition forms.

Forty-eight evaluation sheets were returned. Only four indicated that too few forms were included in the exhibit used. All but two felt the three weeks allowed were long enough. Four suggested a month might be more desirable and one suggested two months. Thirty suggested three weeks or less as being satisfactory—nineteen of these suggested less than three weeks (present policy) as being adequate. The majority felt materials were up to date—only one suggested revision as necessary. The express charges reported by thirty-four ranged from \$0.18 to \$6.78 and averaged \$2.15.

The Committee has operated during the year on a budget of \$100.00. With the increased services provided and the development of new materials, the budget has frequently seemed inadequate. A new plan this year of stimulating use of the materials in the area immediately adjacent to the convention during the month previous to the convention has resulted in a financial saving in transportation

costs to the convention. The plan should be continued. The budget has been spent on actual outlay of postage, transportation costs, and materials for the establishment of new packets. No paid assistants could be employed; therefore, there has been considerable "labor of love." To save secretarial effort, form letters and duplicated reply cards have been developed for use wherever possible.

The only possible meeting of the Committee during the year was at the time of the convention in Houston. It was decided as committee policy to make a general collection of office forms on alternate years. The next collection will be 1952-1953 and at that time some exhibits and packets will be revised. Repair of materials is to be accomplished by circulating such materials to designated members of the committee. For requests received which are not covered by assembled materials, it was decided to refer such requests to members of the Committee for individual response. Special invitation is to be extended to state and regional associations which did not request materials for annual meetings last year to avail themselves of this service in 1951-1952. It was further decided that the Committee will make a new collection of annual reports in 1951-1952 and will also endeavor to increase its collection of Registrars Office Handbooks.

Members of the Committee on Office Forms have been: Edward B. Fox, Registrar, Columbia University, New York; Thomas A. Garrett, Registrar, St. Michael's College, Winooski Park, Vermont; James K. Hitt, Registrar, University of Kansas, Lawrence, Kansas; J. Everett Long, Registrar, West Virginia University, Morgantown, West Virginia; H. W. Patmore, Registrar, University of Southern California, Los Angeles, California; and the Chairman.

Respectfully submitted,

LEO M. HAUPTMAN, *Chairman*

SERVICES AVAILABLE, COMMITTEE ON OFFICE FORMS  
AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS  
AND ADMISSIONS OFFICERS

NOTE: The following list identifies the materials of the Committee available for loan. The number after any item indicates the number of packets available. Numbers 41-45 list the five single-volume exhibits; faculty handbooks are 17; office handbooks, 18; a special handbook, 48; annual reports, 3; 21 is a collection of forms by institutions; and the remaining numbers are special packets; each packet contains all of the same type of form. You may use this form to request the loan of any of these materials. Circulation is on the basis of the order in which requests are received.

- |                                   |                               |
|-----------------------------------|-------------------------------|
| 1. Admission, Application for (5) | 4. Attendance Records         |
| 2. Admission, Official            | 5. Change of Course Forms (2) |
| 3. Annual reports of Registrars   | 6. Class Cards (2)            |

7. Directory, Student
8. Evaluation of Credit Forms
9. Examination Schedule
10. Fee Cards
11. Grade Change Forms
12. Grade Record Books, Student Duplicate
13. Grade Report, Faculty (2)
14. Grade Report, Student (2)
15. Graduate Forms
16. Graduation, Application for
17. Handbooks, Faculty (Augustana College, Ball State Teachers College, Clemson Agricultural College, College of Ozarks, Hollins College, Knox College, University of New Hampshire.)
18. Handbooks, Registrar's Office (Allegheny College, Ball State Teachers College, Central Michigan College, Earlham College, Fordham University, Gustavus Adolphus, Indiana State Teachers College, Manchester College, University of Detroit, University of Michigan.)
19. Handbooks, Student (3)
20. I. B. M. Forms (2)
21. Institutional Packets of Forms (Adrian College, Ball State Teachers College, Colorado School of Mines, Columbia University, Drake University, Michigan State College, Roanoke College, Stanford University, University of Colorado, University of Michigan, University of Utah.)
22. Major, Change of
23. Matriculation Forms
24. McBee Keysort Forms
25. Mid-term Report Forms
26. Miscellaneous Forms (Audit, Class Roll, Change of Address, Commencement, Distribution of Grades, Extension, Foreign Students, Incomplete Grades, Library Cards, Non-Residence, Summons, Transfer Student, and Trip Authorization.)
27. Name Change Forms
28. Permanent Record Forms (3)
29. Personnel (2)
30. Petition Forms (2)
31. Probation-Failing-Warning Forms
32. Readmission, Application for
33. Registration, Directions for (2)
34. Registration Forms (5)
35. Room Reservation, Student
36. Schedule of Classes (2)
37. Scholarship, Application for
38. Study Schedule, Student
39. Transcripts, College (2)
40. Transcripts, High School (2)
41. Traveling Exhibit I Single volume, loose leaf, sample forms.
42. Traveling Exhibit II Single volume
43. Traveling Exhibit III Single volume
44. Traveling Exhibit IV Single volume
45. Traveling Exhibit V Single volume
46. Trial Schedule of Class Forms
47. Withdrawal Forms
48. *Work of the Registrar, The* (2 copies)

The exhibit or packet in each case is received by a registrar, express collect, and is sent to the next registrar, express collect. Each user pays transportation only one way. Each user should plan to finish with the exhibit or packet within three weeks.

Leo M. Hauptman, Registrar  
Ball State Teachers College  
Muncie, Indiana  
Chairman, Committee on Office Forms

\* IF THIS FORM IS BEING USED AS AN ORDER BLANK, PLEASE INDICATE BELOW THE ADDRESS TO WHICH THE MATERIALS REQUESTED ARE TO BE SHIPPED:

Ship to: .....

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## NEW HONORARY MEMBERS

At the Annual Dinner on Tuesday, April 17, honorary memberships were conferred upon the following persons:

Alice L. Butler, who retired in June after 26 years as registrar of Western College for Women, Oxford, Ohio. Miss Butler was Third Vice President of AACRAO in 1932-33, and has been active in Association committees and workshops.

E. J. Howell, president of Tarleton State College at Stephenville, Texas. Mr. Howell was formerly Registrar of Texas A. and M., and in 1940 was elected president of AACRAO, resigning shortly thereafter when he went into military service.

Max McConn, formerly registrar of the University of Illinois, now retired and living in York, Pennsylvania. Mr. McConn was active in the Association in its early days and made an important contribution to its success.

## HOUSTON CONVENTION, 1951—REGISTRATION BY STATES

(Delegates, Registered Guests, and Exhibitors)

Alabama .....	5	New Jersey .....	3
Arizona .....	1	New York .....	24
Arkansas .....	10	North Carolina .....	4
California .....	13	North Dakota .....	1
Colorado .....	8	Ohio .....	14
Dist. of Columbia .....	6	Oklahoma .....	5
Florida .....	6	Oregon .....	1
Georgia .....	5	Pennsylvania .....	7
Illinois .....	22	South Carolina .....	4
Indiana .....	10	South Dakota .....	2
Iowa .....	5	Tennessee .....	16
Kansas .....	12	Texas .....	92
Kentucky .....	2	Vermont .....	1
Louisiana .....	9	Virginia .....	2
Maryland .....	3	Washington .....	3
Massachusetts .....	2	West Virginia .....	5
Michigan .....	8	Wisconsin .....	3
Minnesota .....	8	Wyoming .....	1
Mississippi .....	2	Canada .....	1
Missouri .....	17	Mexico .....	2
Nebraska .....	3		348

## FUTURE CONVENTIONS

The 38th annual convention will be held April 21 to 24, 1952, at the Statler Hotel, Washington, D.C. Miss Alma H. Preinkert of the University of Maryland will be Chairman of the Committee on Local Arrangements. The 39th annual meeting will be held in April, 1953, in Minneapolis. Details have not yet been worked out.

# REGISTRATION OF MEETINGS 1910-1951

<i>Registra- tions</i>	<i>Year</i>	<i>Place</i>	<i>President</i>
24	1910	Detroit	A. H. Parrott, North Dakota Agricultural College (Chairman)
30	1911	Boston	*A. H. Espenshade, Pennsylvania State College (Chairman)
38	1912	Chicago	*A. H. Espenshade, Pennsylvania State College
23	1913	Salt Lake City	*J. A. Cravens, Indiana University
46	1914	Richmond	E. J. Mathews, University of Texas
55	1915	Ann Arbor	*G. O. Foster, University of Kansas
69	1916	New York	Walter Humphries, Massachusetts Institute of Technology
66	1917	Lexington	*F. A. Dickey, Columbia University
106	1919	Chicago	*A. W. Tarbell, Carnegie Institute of Technology
107	1920	Washington	Ezra L. Gillis, University of Kentucky
118	1922	St. Louis	*A. G. Hall, University of Michigan
160	1924	Chicago	J. A. Gannett, University of Maine
105	1925	Boulder	*T. J. Wilson, Jr., University of North Carolina
155	1926	Minneapolis	G. P. Tuttle, University of Illinois
214	1927	Atlanta	*R. M. West, University of Minnesota
253	1928	Cleveland	Ira M. Smith, University of Michigan
119	1929	Seattle	C. E. Friley, Agricultural and Mechanical College of Texas
250	1930	Memphis	*E. J. Grant, Columbia University
252	1931	Buffalo	J. P. Mitchell, Stanford University
282	1932	Chicago	R. N. Dempster, Johns Hopkins University
266	1933	Chicago	J. G. Quick, University of Pittsburgh
219	1934	Cincinnati	*F. O. Holt, University of Wisconsin
245	1935	Raleigh	K. P. R. Neville, University of Western Ontario
309	1936	Detroit	*Alan Bright, Carnegie Institute of Technology
285	1937	Kansas City	J. R. Sage, Iowa State College
334	1938	New Orleans	Fred L. Kerr, University of Arkansas
442	1939	New York	Edith D. Cockins, Ohio State University
325	1940	St. Louis	William S. Hoffman, The Pennsylvania State College
404	1941	Chicago	J. C. MacKinnon, Massachusetts Institute of Technology
316	1942	Chicago	A. H. Larson, Eastman School of Music
381	1944	Chicago	*J. R. Robinson, George Peabody College
285	1946	Atlanta	Ernest C. Miller, University of Chicago
380	1947	Denver	S. Woodson Canada, University of Missouri

622	1948	Philadelphia	Carrie Mae Probst, Goucher College
586	1949	Columbus	R. Fred Thomason, University of Tennessee
419	1950	San Francisco	R. E. McWhinnie, University of Wyoming
348	1951	Houston	Elwood C. Kastner, New York University
* Deceased.			

## MEMBERSHIP OF THE ASSOCIATION, 1914-1951

<i>Year</i>	<i>No. of Members</i>	<i>Year</i>	<i>No. of Members</i>
1914	62	1935	671
1915	100	1936	699
1916	223	1937	722
1917	140	1938	756
1919	177	1939	784
1920	194	1940	790
1922	210	1941	802
1924	299	1942	823
1925	331	1943	814
1926	384	1944	874
1927	504	1945	969
1928	622	1946	1054
1929	696	1947	1200
1930	749	1948	1181
1931	754	1949	1245
1932	720	1950	1380
1933	705	1951	1438
1934	671		

## THE WEDNESDAY EVENING MEETING

On Wednesday evening, April 18, two principal topics were up for discussion. The first of these was a paper by Charles W. McLane, which is included elsewhere in this issue. The second was a panel presentation of Selective Service regulations, with particular reference to the College Deferment plan. Participants in the panel were George P. Tuttle, University of Illinois (chairman), Capt. M. C. Mumma, U.S.N., representing Selective Service, Mr. A. Pemberton Johnson, of Educational Testing Service, and Mr. Claude E. Hawley, of the U.S. Office of Education. Many of the facts elicited in this discussion have since been made matters of public announcement; nevertheless, the members present found the session so valuable that it has been considered worth while to present here the stenotypist's transcript of the meeting, in the belief that those who were not present will welcome a down-to-earth presentation which includes so much that bears on current problems. Unfortunately, space does not allow

the inclusion of the transcript of the question-and-answer period which followed. The stenotypist's transcript has undergone very little alteration in the process of editing: here are the discussions as they actually took place:

**CHAIRMAN TUTTLE:** Since early April, discussions have been going on between Selective Service and various educational bodies concerning ways and means of implementing the provisions for deferment of students which appear in the President's proclamation. The American Council on Education, the Office of Education, and your own Association have been active in these matters. On April 5th, our President, Mr. Kastner, was called to Washington to meet with the Committee on Relationships with Selective Service of the American Council on Education. He also met on the same day with Dr. Johnson of the Educational Testing Service and Dr. Trytten, who is Chairman of the Civilian Committee appointed by Selective Service.

On the very next day, April 6th, your Committee on Co-operation with the Office of Education met in Washington. We were supposed to meet on another matter but we spent two-thirds of our time during the day discussing this proposal. The whole matter has come to a focus within that short period of time.

We have been most fortunate to have with us representatives of Selective Service, also of the Office of Education and the Educational Testing Service, the latter two men being the ones from those organizations which have worked closely with this plan.

Today, practically all day, your Committee on Co-operation with the Office of Education, your present officers and your officers elected this morning have met with these three gentlemen. We have come out with a proposal here which will be discussed later by Dr. Hawley of the Office of Education. Captain Mumma is here representing Selective Service; Dr. Hawley, the Office of Education in its connections with this matter; and Dr. Johnson, the Educational Testing Service.

I am going to ask Captain Mumma at this point to tell us what he wishes and is able to tell us concerning the whole Selective Service situation. Captain Mumma.

**CAPT M. C. MUMMA, U.S.N.:** Ladies and gentlemen: It is a pleasure to meet with you, but I don't feel quite as confident as Daniel did on his entry into the lions' den. I want to thank Mr. Kastner and the members of the Committee whom we have met with today for

their kind consideration and for their understanding in the presentation of the various answers and points that were raised.

First, what is the college program? The program is to provide a well-defined plan upon which measurements can be provided to a local Selective Service board for consideration of the registrant for occupational deferment in study, in the national interest. And the first question that comes up immediately is, "Is this mandatory? Must the local board defer this man?"

And the answer is NO. The Selective Service board is the agency charged by law with the responsibility of classifying registrants. There isn't anybody else, under this present Law, who can say to a local board that they shall do thus and so with respect to occupational deferment of students.

Is it an exemption?

No, it is not an exemption. Deferment connotes that in the national interest it is more important that this individual be deferred to continue his study at this time.

We come to the subject of the regulations which set up this thing. As you know, the President signed the executive order on the 31st of March. I would like to give you specifically the reference in the Federal Register, which I believe practically all colleges receive, so that you can refer to the exact terminology and the official wording of not only the executive order, which is the first part of the regulation, but also the second part, which implements a part of the executive order. Section 1622.10, which is the executive order, was published April 4, 1951, in 16 Federal Register, 2905.

The 1622.10a, the implementing part, was published April 11 in 16 Federal Register, 3156.

Since there are many here, probably, who have never seen that official wording and their information stems primarily from published information and misinformation, your group considered today that it would be appropriate for me to touch the highlights of these regulations and, as I do it, I will talk directly from the wording of the regulations:

"The registrant's employment in industry or other occupation, service in office, or activity in research, or medical, scientific, or other endeavors shall be considered to be necessary to the maintenance of the national health, safety or interest only when so and so, etc."

Those who are familiar with the old regulations will notice that "activity and study" was removed from that phraseology, and we drop down to paragraph B, which says:

"A registrant's activity in study may be considered to be necessary to the maintenance of the national health, safety, or interest when any of the following conditions exists:

"1. The registrant has been accepted for admission to, or is a student in, a professional school of medicine, dentistry, veterinary medicine, osteopathy or optometry, and the school in which he is enrolled has certified that he is satisfactorily pursuing a full-time course of instruction leading to his graduation."

You are all familiar with that. It is the Form 103 certification of those people in those named professional schools, and the only difference is that we take the pre-professionals out of this 103 certification and place them over under this new program, and it is the professional school registrant in those named professional schools who will then be certified under the Selective Service Form 103.

2: "The registrant is a full-time graduate student seeking a graduate degree and the graduate school at which he is in attendance has certified that he currently is meeting degree requirements and is expected to attain his degree."

I wish to invite your particular attention to that wording in the last part, "has certified that he currently is meeting degree requirements and is expected to attain his degree." In the preparation of these regulations, we were informed that that phrasing had a particular connotation to educators in their measurement of those individuals who are in attendance doing graduate work, and that that phrasing puts a good high quality on this certificate.

3 (and you will note that from this paragraph stems the implementation in the next part of the regulation): "The registrant has been accepted for admission to a graduate school for the class next commencing as a candidate for a graduate degree, or has been accepted for admission to a college, university or similar institution of learning for the class next commencing for a full-time course of instruction, or has entered upon and is satisfactorily pursuing such course and, within such categories as the Director of Selective Service, with the approval of the President, may prescribe, either has maintained a required scholastic standing or has attained, on a qualification



test, a score, or both such standing and score, to be prescribed by the Director of Selective Service, with the approval of the President."

Therein lies the flexibility of the program with respect to the determination of priorities in the national interest at some future time as to whether it may be in study, or whether it may be in military manpower. And those situations, as you know, can change and have changed. We can expect that they may continue to change.

"c. The Director of Selective Service is authorized to prescribe such qualification test, or tests, as he may deem necessary for carrying out the provisions of paragraph (d) of this section, and to prescribe the procedures for the administration of such test, or tests, for the certification of the results thereof, and for the certification of any other information required in carrying out the provisions of paragraph (d).

"The President may from time to time (1) designate special categories of occupation, employment or activity essential to the national health, safety or interest and (2) prescribe regulations governing the deferment of the individual registrants engaged in such occupations, employments or activities."

In other words, you have in this program, occupational deferment as a student in the same sense that there is occupational deferment in industry, there is occupational deferment in agriculture.

Now, then, to go on to that part of the regulations which implements sub-paragraph (3) above:

"The registrant's activity in study may be considered to be necessary to the maintenance of the national health, safety or interest under the provisions of subparagraph (3) of paragraph (d) of Section 1622.10 when any of the following conditions exist:"

And note that all the way through here, when we speak of this scholastic standing or ranking as one measurement, and then we speak of the tests, it is "either or." It is not "and." Up in sub-paragraph (3), you noted the flexibility possible there with respect to either/or, both such standing and score. These implementing regulations now are on the basis of *either*.

"The registrant has been accepted for admission to a graduate school for the class next commencing as a candidate for a graduate degree and in his last full-time undergraduate academic year at a college, university or similar institution of learning had a scholastic standing which placed him in the upper one-half of the male members of that class, or has at-

tained a score of 75 or more on the qualification test prescribed by the Director of Selective Service pursuant to paragraph (c) of Section 1622.10."

At this point, and right in the beginning, where the term "had a scholastic standing" is used, had we known at the time we wrote the regulation, we probably would have worded it differently although we had educational advice and it was our impression that the term was fully understood. When we use "standing" or "ranking," we don't mean an A, B or C or that equivalent. We mean his actual ranking. For example, in a class of 100 men, he stood 49th.

Paragraph (b): "The registrant has been pursuing a course of instruction which requires the completion of either five or six years of full-time undergraduate study to qualify him for the first academic degree and has successfully completed his fourth year or his fifth year, as the case may be, at a college, university or similar institution of learning and had a scholastic standing in his last completed undergraduate year which placed him in the upper three-fourths of the male members of that class, or has attained a score of 70 or more on the qualification test referred to in paragraph (a) of this section and has been accepted for admission by a college, university, or similar institution of learning to the fifth year or sixth year class next commencing for a full-time course of instruction, or has entered upon and is satisfactorily pursuing such course."

The first point I wish to make here is, when we talk about 75 or when we talk about 70, that score on that test is in no way a percentile. It is an arbitrary figure of measurement on this test. This test is designed to test the particular group of individuals, being male registrants, who are students, and there is no percentile there at all. There has been frequent misrepresentation of that feature in the press.

The other thing I wish to comment on in this paragraph is that the fifth or sixth year full-time undergraduate study was recognized to deal with those situations wherein the individual as a prerequisite to enter upon a particular course, for example law, had to have a couple of years before he could start, in which case he might have a five-year course leading to his first undergraduate degree.

Paragraph (c): "The registrant has successfully completed his third year at a college, university, or similar institution of learning and had a scholastic standing in his third year class which placed him in the upper

three-fourths of the male members of that class, or has attained a score of 70 or more on the qualification test referred to in paragraph (a) of this section, and has been accepted for admission by a college, university, or similar institution of learning to the fourth year class next commencing for a full-time course of instruction, or has entered upon and is satisfactorily pursuing such course."

I think it is unnecessary to read the full repeated wording of the next two situations. The next one is "The registrant has successfully completed his second year and had a scholastic standing in his second-year class which placed him in the upper two-thirds of the male members of that class or has attained a score of 70," and we go down to the next one, paragraph (e):

"The registrant has successfully completed his first year in a college, university, or similar institution of learning and had a scholastic standing in his first-year class which placed him in the upper one-half of the male members of that class, or has attained a score of 70 or more on the qualification test."

Now, on this length of deferments in Class 2-A, I should like to quote you further from the regulations.

"Section 1622.11-a. Class 2-A deferments shall be for a period of one year or less. If there is a change in the registrant's status during the period of the deferment in Class 2-A, his classification shall be reopened and considered anew."

At this point, I would like to refer to 1621.12: claims for, or information relating to, deferments:

"The registrant shall be entitled to present all written information which he believes to be necessary to assist the local board in determining his proper classification. Such information should be included in, or attached to, the classification questionnaire"—that is his classification questionnaire which is sent to him—"and may include any documents, affidavits or depositions. The affidavits and depositions shall be as concise and brief as possible."

And then note particularly this paragraph (b):

"Any person other than the registrant may request the deferment of a registrant by filing such request in writing with the local board, together with any information in support of his request. Such information may

include any documents, affidavits or depositions supporting the request. The affidavits and the depositions shall be as concise and brief as possible."

Now, having pretty much covered the preambles, we bring up the matter of certifying these measurements that we have heard mentioned in the regulations. The test is something that will be administered by our contractual agents, the Educational Testing Service, and Mr. Johnson will comment on that. The notification of test score of the registrants who take it will go directly to the local board and that notification will be included in the registrant's jacket.

On the matter of the certification concerning his scholastic standing or ranking, there was considerable desire from many quarters in the educational field that Selective Service have a standard form upon which colleges, universities, or similar institutions could certify as to this individual's scholastic standing or ranking. We are in the process of development of such a form and, as I say, it is merely a proposed form, but we brought it here and talked it over with your President and the committee with whom we met today to seek and gain their ideas and also to let them see the direction in which our policy has so far been determined.<sup>1</sup>

This is the year that we were faced with the problem without a well-defined program for the consideration of these local boards, so that, just like any new program and all new cars, you are not going to find it perfect in every respect. Operations, you know, always show defects in plans and squeaks develop in cars and you have to give them greasing occasionally and sometimes we make mountains out of the molehills, but it is the molehills that cause us all the trouble; and when the evening is finished, I will remain in the arena for the final act. I thank you. (Applause)

CHAIRMAN TUTTLE: Thank you very much, Captain Mumma.

I suggest that perhaps it might be a good plan for each one of you to wire your president and advise him that even though there are falling enrollments, he must not cut your office staff. It looks to me as though we are all in for a new deal here and we would better prepare adequately for it by at least keeping our staffs at the present size.

Dr. Johnson, will you speak for the Educational Testing Service?

MR. JOHNSON: As Captain Mumma has told you, Educational

<sup>1</sup> EDITOR'S NOTE: There followed a discussion of the preliminary draft of Selective Service Form 109. Since this form has been adopted and is now in use, the discussion is omitted from this report.

Testing Service has been designated by Selective Service to prepare and administer the test. I would like to point out that part of their job, then, is to send each examinee's score to his Selective Service local board of jurisdiction. That is sent in a confidential envelope.

Educational Testing Service acts only as a testing and reporting agency for the Selective Service System. The Selective Service System alone makes all decisions regarding an examinee's selective service classification.

Now, some of you may perhaps not have been informed that Educational Testing Service was set up in 1948 as a consolidation of the test accounting activities, non-profit all of them, of the Carnegie Foundation for the Advancement of Teaching, the College Entrance Examinations Board, and the Co-operative Test Service of the American Council on Education. I thought I might get that in so you will know that this organization has been working in this area for about 50 years in one aspect of it or another, in the development of educational aptitude tests.

Now, there are certain important things, particularly this matter of who is eligible. The fact is that all eligible registrants who wish to apply ought to do so immediately. That is their best insurance of getting to take the test on the date and at the place where they want to, because when we get 300,000 or 500,000 of these cards in and process them, we are going to assign students to testing centers in the order in which their requests come in. We had about 12,000 of them, off hand, on Monday morning and we are hoping that we can get at least 25,000 a day in and get these things processed and get the thing all set up so that everybody will be taken care of just as he would like to. We know there will be some that won't be taken care of quite that way.

The question has come up as to whether all students should take the test. We sincerely believe it is the wisest thing for every student to take the test because of the flexibility of this program. The test score may be needed *in addition to* the rank in class if change takes place, and in order best to protect himself, each student should request a chance to take the test.

There will be set up something over 1,000 testing centers, and some of you may have wondered about other centers. We have received a number of letters; Dr. Hawley has received a number; Selective Service has received a number. They have been routed to us and we have handled every one of them, to the best of my knowl-

edge, that has come in to us. We are trying to make sure that there are enough centers at the right places to do the job.

Some of you may wish that a center were right at your place. I hope that there are very few that got missed on this, but if this thing goes as it has been very carefully laid out here, no student will have to travel more than 100 miles, and most of them won't have to travel more than a mile or so to take this test.

There is a fourth testing date coming up. You may not have seen the news release on that, and that is for the people who say they cannot, because of personal scruples, take the test on a Saturday. That date has not yet been set. It is being discussed now and the announcement should soon be made on it.

The nature of the test is pretty carefully set forth in this bulletin. I think those are the main things I wish to call your attention to. I will be glad to try to answer any questions later. (Applause)

CHAIRMAN TUTTLE: Thank you very much, Dr. Johnson.

Dr. Hawley of the Office of Education will discuss the suggestions for reporting certification of class standing of male students which were passed out at the door as you came in.<sup>2</sup>

MR. HAWLEY: Thank you, Mr. Tuttle. I will be very brief.

Just a word about the role of the Office of Education in this particular operation. We are more or less midwives or translators. We try to speak the language of education insofar as we can to Selective Service and learn from Selective Service the language of Selective Service, and our relations have been most cordial in that respect. It has been our particular function to operate as a liaison between the official educational agencies in Washington and elsewhere and Selective Service. It has been my particularly pleasant function to act as personal liaison between Commissioner McGrath of the Office of Education and General Hershey. For a while, I even occupied an office in General Hershey's bailiwick. I report this simply to give you the background, the picture of what we are doing in the Office of Education.

It has been my impression that Selective Service headquarters, including General Hershey and all the rest of his staff, are fully aware of the problems that we have to deal with in education. We have tried, for the information of presidents primarily, to send out information from time to time, official and otherwise, in order

<sup>2</sup> A copy of these suggestions appears at the close of this discussion.



to keep you up to date on what is happening, particularly with respect to emergency problems.

We never know what happens to things we send to presidents. We suspect, but we don't know. In any event, you should know that your president does receive periodically, Defense Information Bulletins from the Office of Education and, next to the source that Captain Mumma mentioned concerning these official regulations, the Federal Register; this is a possible source also. For example, on the day on which the President issued his executive order, March 31st, we reproduced it exactly word for word and it was in the hands of most presidents of institutions two days later. That was dated March 31, 1951. I tell you this just in case they haven't been getting from your presidents to you.

On April 12, we tried to put together all of the regulations that had been issued up to then. After we understood them ourselves, we put them down on paper, and this is as we understood them. This includes the executive order of March 31, together with the supplementary regulation that Captain Mumma spoke of. Sometimes we turn them around to try to make them understandable in the language that educators understand, which is not always the language of the Legal Counsel of Selective Service. Perhaps it will be my responsibility to do this and I make a very pointed point of checking with either General Hershey personally or Dan Omer, the Legal Counsel, and it will be Captain Mumma increasingly, to see that, if I have translated this thing, it has been done exactly correctly.

Sometimes we don't get out our bulletins as soon as others do. We try, however, to have them exactly right. We hope they will be of use to you. We hope they have been in the past. So much for that.

Now, a word about these green sheets that you have been handed. We realize, and by we, I mean those who represent your Association, or those who represent Selective Service, those who represent Educational Testing Service, and we in the Office of Education—we realize that there is an infinite number of possible questions that could be asked about the various technical details of the student deferment plan. It is obviously impossible to answer all of them, and it is impossible to issue a regulation or a suggestion on each one. We are going to try to do our best.

We now have before us the Law, the executive order, the im-

plementing regulations. What we are going to try to do in the weeks ahead is to formulate suggestions: not orders, not regulations, not laws, but suggestions to those of you who will be interested in the forms that Captain Mumma spoke of and the tests that Mr. Johnson spoke of. We are going to try to issue suggestions that will help you and help us keep some form of continuity and standardization in this whole business. We will recognize always of course, that it is impossible to prescribe any of these detailed suggestions that will apply to everybody and to every institution alike. That is why you will find many, many questions that will never be answered. In general, you will have to find the answers to the best of your ability.

Here are some suggestions, just 8 of them, that have been devised by the Committee, primarily by the Committee representing your Association and John Dale Russell of the Office of Education and myself. Most of this was done in my absence, so I think it is fairly clear. There have been very few changes. The changes that have been made have been made in the light of new developments and new interpretations. Let's run over them very briefly.

The first has to do with this business of rank order. This introduces a new element into your work. It is going to be increasingly desirable that every student be ranked with his fellow male students at the close of each one of his full years in school.

You will notice here a departure from the term "academic year" as it has been used previously. The term "academic year" for certain purposes usually means from September to June. You will notice that the regulations that Captain Mumma read you and discussed with you don't mention the term "academic year." Rather, reference is made to the student's full year. We hope as we go along that this will make itself clear.

1. "In the distribution upon which rank order in class is based, include only male students who were carrying a full-time program at the close of the final semester or term of each student's most recently completed year." That doesn't mean in June for all male students. It may mean last January at the close of the first semester; it may have meant last December at the close of the Autumn quarter; it may have meant last March at the close of the Winter quarter; it may mean next August at the close of the Summer quarter. Whenever a student has completed a full year's work, the first year, the second year, the third year—we don't refer to

freshmen, sophomores, juniors, seniors, etc.,—whenever a student has completed a year's work, then he will be ranked. You will find it desirable to rank him among all the other male students who have completed a full year's work at that time.

"Include all male students, whether eligible for selective service or not." Specifically, that means those who are eligible for selective service, those in R.O.T.C., veterans, married, single, disabled, 4-F's, all male students. Use your own institutional definition of "full-time program." After much talking about what a full-time program is, this was the best solution that your Committee was able to come to. You define it. In general, a full-time program should consist of the number of courses or hours that would lead to the completion of a degree in the normal time. It is felt that that is sufficiently ambiguous to apply to every situation.

2. "Use your own definitions for determining classification of students," that is, whether they are first-year students, second-year students, third-year students, etc. But "be sure these definitions are officially adopted and adhered to faithfully." For purposes of class grouping, that is to say, first-year, second year, etc., where does the student stand? "For purposes of class grouping, each student is considered a member of the class to which he belonged during the final term or semester of his most recent academic year."

Once again, reference in all of these institutions is to the year that he has completed and not, I repeat, the usual academic year of the institution as we normally speak of it. We are talking about something new here; a new concept is developed.

3. "The average grades upon which rank in class is computed should be based on all marks each student has received throughout his most recently completed full college year." ALL marks that he has received. If for any reason an institution cannot rank a student, his eligibility for deferment may be considered on the basis of his test score.

One thing that we thought of that we couldn't write down because we couldn't find words to explain it is the case of a student who transfers in the middle of his academic year, a student who, say, has completed the first semester of his second year in January at one institution, transfers to another institution and the second institution has him at the time that he completes his full academic year—his FULL ACADEMIC YEAR—and it is caught with the business of trying to rank him among all males in the entire year

but it may not be able to evaluate the grades that he received the first semester in terms of its own grading system. Therefore, it might not be able in these rare instances—and they are very rare—to rank him among the other male students who are completing a full academic year at the time he is.

Well, in such cases, all we have tried to say here is that he will probably stand or fall, so far as his request for consideration for deferment is concerned, on his test score.

4. "There *may* be a separate rank order list"—there doesn't have to be, but "there *may* be a separate rank order list for each class in each separate school of a complex institution." I suppose every institution is complex to a greater or lesser degree, but this means a large university, primarily, that has many schools and colleges in it. For example, in a university the engineering school may have its list for each class; it may have its first-year class, second-year class, etc., and the rank in those, among students in those classes, may be quite different from the rank of the students in the liberal arts college. Well, the other undergraduate schools are mentioned here, colleges of business administration, education, liberal arts, etc., may each have separate lists for their respective classes.

5. Average grades is the fifth point. "Compute average grades by your own method." Averages should be carried to as many decimal points as are necessary to avoid ties in rank. But in large institutions, and maybe small ones, sometimes ties are not avoidable, so No. 6 is the suggestion that occurs. "In case two or more students have the same average grade at a point in the distribution which would affect their standing in the upper half, upper two-thirds or upper three-quarters of their class, it is suggested that the tie may be broken by using entrance tests, psychological examination scores, marks in previous college years, or high school records to determine final rank order. The method used should be the same for all students involved in ties for rank in a given class."

7. "Institutions should maintain a certified file copy of their rank order lists of each class of male students, showing average grades for each student. This certified list should be available for examination by Selective Service officials in case of questions about the status of any potential inductee."

#### SUGGESTIONS FOR REPORTING CERTIFICATION OF CLASS STANDING OF MALE STUDENTS TO SELECTIVE SERVICE BOARDS

1. In the distribution upon which rank order in class is based, include

only male students who were carrying a full-time program at the close of the final semester or term of each student's most recently completed year. Include all male students, whether eligible for selective service or not. Use your own institutional definition of "full-time program." In general, a full-time program should consist of the number of courses or hours that would lead to the completion of a degree in the normal time.

2. Use your own definitions for determining classification of students. Be sure these definitions are officially adopted and adhered to faithfully. For purposes of class grouping, each student is considered a member of the class to which he belonged during the final term or semester of *his* most recent academic year.
3. The average grades upon which rank in class is computed should be based on all marks each student has received throughout *his* most recently completed full college year. If for any reason an institution cannot rank a student, his eligibility for deferment may be considered on the basis of his test score.
4. There *may* be a separate rank order list for each class in each separate school of a complex institution. For example, in a university the engineering school may have its list for each class, and similarly undergraduate schools or colleges of business administration, education, liberal arts, etc., may each have separate lists for their respective classes.
5. Compute average grades by your own method. Averages should be carried to as many decimal points as are necessary to avoid ties in rank.
6. In case two or more students have the same average grade at a point in the distribution which would affect their standing in the upper half, upper two-thirds, or upper three-quarters of their class, it is suggested that the tie may be broken by using entrance tests, psychological examination scores, marks in previous college years, or high school records to determine final rank order. The method used should be the same for all students involved in ties for rank in a given class.
7. Institutions should maintain a certified file copy of their rank order lists of each class of male students, showing average grades for each student. This certified list should be available for examination by Selective Service officials in case of questions about the status of any potential inductee.

#### THE COMMITTEE ON EVALUATION

At the closing meeting of the Houston convention, the Committee on Evaluation reported on the results of the questionnaire it circulated among the members of AACRAO during the past year. A tabulation



of the replies received for the first three sections is given below. Section four, which dealt with the organizational status of the registrar's and admissions offices, and section five, which asked some general questions, did not lend themselves to similar tabulation:

AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS AND  
ADMISSIONS OFFICERS

Questionnaire for Members

I. Annual Meeting

1. Have you been satisfied with the annual meetings in terms of helpfulness to you and your institution? 296—Yes; 12—No; 31—No opinion; 121—No answer.
2. Has the "Question Box" been helpful in office procedure: 277—Yes; 15—No; 45—No opinion; 123—No answer.
3. Have you found the "Clinic for New Registrars" to be helpful? 87—Yes; 5—No; 57—No opinion; 311—No answer.
4. Have inspirational and leadership speeches been: 55—Too many; 220—Right; 34—Too few; 151—No answer.
5. Have Workshops been given: 10—Too much time; 200—Sufficient time; 97—Too little time; 153—No answer.
6. Has the time devoted to Convention recreation been: 30—Too much; 249—Right; 21—Too little; 160—No answer.
7. Have the opportunities for informal exchanges of ideas and professional contacts been: 4—Too many; 67—Right; 139—Too few; 150—No answer.

II. The Journal—COLLEGE AND UNIVERSITY

1. Have you been satisfied with COLLEGE AND UNIVERSITY in terms of helpfulness to you and your institution: 390—Yes; 10—No; 10—No opinion; 50—No answer.
2. Have general articles about higher education been: 37—Too many; 323—Right; 23—Too few; 77—No answer.
3. Have articles pertaining to the admissions and registrars' offices been: 4—Too many; 216—Right; 173—Too few; 67—No answer.
4. Is the amount of space devoted to book reviews: 54—Too much; 290—Right; 28—Too little; 88—No answer.
5. Is the section devoted to professional reading: 6—Too much; 313—Right; 37—Too little; 104—No answer.
6. Is the attention devoted to personal news items: 25—Too much; 289—Right; 51—Too little; 95—No answer.
7. Are the items on employment opportunities useful? 221—Yes; 49—No; 10—No opinion; 180—No answer.



## III. Professional Projects

1. Please indicate by checking after each one in the appropriate column your interest in the work of the Special Projects Committee.

	Very Desirable	Worth- while	Unneces- sary	No. Ans.
Adequacy of Transcripts	263	131	11	55
Report on Credit given by Educ. Inst.	279	118	7	56
Microfilming Records	86	242	39	93

3. Please indicate by checking after each one in the appropriate column your desire to have the following projects surveyed.

	Very Desirable	Worth- while	Unneces- sary	No. Ans.
a. Handbook of Best Practices	311	86	4	59
b. Enrollment Trends	135	206	39	80
c. Admissions Policies & Prac- tices	246	150	10	54
d. Machine Equipment	86	238	41	95
e. Summer Training Institute	76	183	62	139
f. Indexing & Cataloguing Association Proceedings for Topical Index	106	195	44	115
g. Pamphlet giving ways and means by which an Ad- missions Officer or Reg- istrar can be of greater service to his institution	242	126	21	71
h. Training Program for Registrars & Admis- sions Officers with Ad- vanced Degrees	153	159	27	121

The Committee also attempted a distribution of answers by geographical location, size and type of institution, and so forth, but found no significant differences attributable to such factors. There was a lively discussion of the Committee's report, and the suggestions it elicited will form the basis of future planning on the part of officers and committees.

The Committee on Evaluation consisted of R. E. McWhinnie, University of Wyoming, chairman, Ronald B. Thompson, Ohio State University and John Rhoads, Temple University.

# Reported to Us

A. H. P.

## *Colleges and Universities*

Three new courses, physics, navigation, and cryptography, have been added to the curriculum at Amherst College as part of a program to increase its effectiveness in the present national emergency.

The community government (goals) discussion system at Antioch College, established to decide general school policy, has been operating on an all-student basis with faculty assistance and advice.

Midquarter percentiles have been abolished at Aurora College. Instead, those who are reported as being in danger of failing any course are required to confer with their registration counselors.

The Bank Street Schools in New York City have become the Bank Street College of Education, authorized to confer the degree Master of Science in Education.

Baylor University has announced a six-year program of study leading to a certificate of advanced academic credit, intermediate between that of the Master of Arts and Doctor of Philosophy degrees. It will be offered first in the School of Education to meet a need expressed by national public education authorities for a course program beyond the master's degree but not as advanced as the doctor's degree. The new program will require a year of advanced study beyond the Master of Arts degree and a special demonstration of ability in specific educational fields.

A new Air Force training school for clerk-typists has been organized at Bowling Green State University with Mr. John W. Bunn, Registrar, temporarily in charge of arrangements.

Briarcliff Junior College has been authorized to grant to its graduates the degree of Associate in Arts or Associate in Applied Science.

The University of California at Los Angeles will open its new medical school to the first class of twenty-five students next fall.

Two courses in marriage and family relations open a new field of study for undergraduates at the University of California.

The name of Colorado State College of Agriculture and Mechanic Arts has been changed to Colorado Agricultural and Mechanical College.

A Colgate University survey revealed that language students who studied abroad last summer gained a proficiency approximately equal to that obtained during two college terms.

A council to work with the Co-operative Project in Educational Administration at Teachers College, Columbia, University, has been organized by eighteen universities in Middle Atlantic States. Planned to improve the administration of education, it is part of a national program financed by the Kellogg Foundation.

Teachers College has announced that a program to give a more practical understanding of what the armed forces are training and fighting for will be developed co-operatively by the Army, Navy, Air Force, and the Citizenship Education Project at the college.

Columbia College is offering six courses designed to assist students to prepare for possible military service. The special courses carrying full academic credit supplement the existing liberal arts curriculum. They include: Naval Orientation; Navigation; Maps and Aerial Photographs; Graphic Presentation; International Morse Code; and Basic Electrical Engineering and Electronics. It is hoped the new courses will serve to counteract partially a country-wide notion that students are now "wasting their time in colleges."

Combining practical business experience with the theoretical courses is helping Denison University students find better jobs, and is also making them better employees for business firms.

Dickinson College and Case Institute of Technology have entered into a binary program which will enable Dickinson students to obtain a degree in any branch of engineering in a combined five-year plan of study. The plan is designed to provide the highly skilled professional man with the broader cultural and social interests engendered by the liberal arts education.

Closer integration of college curriculums with community, business, and industrial needs is the aim of a new expansion program at Fenn College which calls for top business and industrial leaders to advise on all college policies and activities.

For students who have shown great ability and maturity in their first year, the College of Arts and Sciences at Fordham University has instituted an Honors Program leading to a special honors degree.

To prepare for military service, Grinnell College is requiring an intensified physical education course of all men students.

The new advising system for Harvard College students, proposed recently for all students of Harvard Houses, include the following general propositions:

1. Advising is an important part of the educational process, necessary for most students if they are to obtain maximum benefit from their college experience.

2. Advising, in a college which emphasizes independence, maturity, and self-education, will not be paternalistic.

3. Most advising should be done by the regular faculty, not by specialists in counselling. The advising relationship should be a normal part of the faculty-student relationship.

Premedical students at Harvard College have been advised that concentration in scientific subjects is neither required nor preferred by medical schools.

A study of pre-registration systems at the University of Idaho has convinced a committee that such a program, in full, would not be advisable in a university the size of Idaho at this time. Proposed changes recommended include the adoption of a system of pre-scheduling for upper-classmen and more guidance for incoming freshmen.

William Jewell College is making a thorough study of its grading system.

Breaking away from "traditional academic rigidities," Johns Hopkins University will give each student the freedom to set his own pace with no restrictions on time, scope, or specific study. Sharp distinctions between undergraduates and graduates will be eliminated. The student must satisfy the same requirements as formerly to gain a degree; but now he will be free to get his knowledge in his own way and in his own time.

Baltimore television stations are co-operating with the Johns Hopkins University in presenting a course entitled "Television Production," which carries academic credit at the university and is taught in the studios.

Lebanon Valley College will require two new courses in General Educa-

tion for graduation: One, in the Humanities, in the sophomore year; the other, in Social Studies, in the junior year.

A School of Humanities has been established in the Massachusetts Institute of Technology to provide instruction in general education for students in science, engineering, and architecture and to serve as a center for creative and professional work in such social sciences as are particularly appropriate to an institute of technology. The institute does not plan to give degrees in the liberal arts.

Manhattan College has instituted a guidance program for freshmen conducted by upperclassmen. Faculty members formerly handled this work.

Tabulations of a poll of student opinion of teaching in the College of Literature, Science and the Arts at the University of Michigan show the faculty ranked highest in their general approachability and willingness to assist students. Lowest rating was given to text books.

Committee chairmen, faculty advisers, and presidents of all organizations on the campus of Milwaukee State Teachers College have received orientation in group dynamics in connection with a college leadership conclave, the first major project of the Human Relations Committee.

A "Freshman-Sophomore Seminar," an intensive reading and discussion program for high-ranking underclass students, has been introduced at New Jersey College for Women. In addition to their regular class work, the students chosen for the Seminar will study a few broadly significant books and themes for three successive semesters.

The Undergraduate Scholarship Committee of the College of Arts and Pure Science at New York University recommended course and syllabus changes for ten college departments. The committee also asked that seniors be allowed exemption from final examinations under certain conditions.

The faculty rating system at the University Heights campus of New York University uses three forms; the first form includes questions about the course itself, the second asks for a commentary on the quality of the instruction, and a new third form elicits pertinent information for the use of two student groups for recommendations on curriculum.

An Institute on Contemporary Africa, financed through a grant from the Carnegie Corporation of New York, will be established at Northwestern University as part of the 1951 centennial summer session.

Ohio State University has been given a grant by the W. K. Kellogg Foundation of \$289,500 to cover a five-year period for a program in which school principals, supervisors, superintendents, and other administrative personnel may study problems peculiar to their fields, with emphasis on the situation created by rapidly increasing enrollments and the current national and international emergency.

A new Institute of Geodesy, Photogrammetry, and Cartography, to provide an integration of the three sciences to train graduates and undergraduates in the study and mapping of the surface of the earth, has been established at the Ohio State University.

A new program, described as "a two-year terminal program in general education, leading to a new degree, Associate in General Education," has been inaugurated by Otterbein College.

Pacific University will permit a limited number of students who will finish their junior year of high school in the spring of 1951 to qualify for entrance in the university as special freshman students.

General examinations which cover both the basic course and the major field will no longer be required for graduation at Pennsylvania College for Women. However, for the purpose of evaluating the curriculum, seniors will still take tests covering the basic course during the second semester.

Women students are now admitted to the University of Portland. The decision to make the University co-educational came after two years of careful planning and preparation.

Students at Roosevelt College are to share equally with faculty members in the responsibility for policy to guide all college-sponsored student activities and enterprises.

Southern Illinois University has adopted a new probation system which grants more leniency to all classes, especially freshmen and sophomores.

The name of State Agricultural and Mechanical College, Magnolia, Arkansas, was changed by the 1951 Arkansas General Assembly to Southern State College.

Data available from a research project to study student, parent, and faculty reactions to mid-term grades, indicate that a majority of students in



both junior and senior classes are in favor of continuing these grade reports.

A list of selected occupations for women in the national emergency has been prepared by the Stephens College Board on Occupations and has been distributed, in chart form, to all students and faculty.

A course in American history or American government will be required for the Bachelor of Arts degree at Sweet Briar College for those students who have had neither before entering college.

The University of Texas will offer a radio-television broadcasting degree next year in its College of Fine Arts.

Trinity College is offering a course on Problems of American Security.

Under a bequest, Trinity College has established a revolving loan fund of \$120,000 to be used for loans to students specializing in the fields of Government, History, Economics, or Public Speaking. It provides for short term loans of \$100 or less to be repaid within 12 months (before graduation) and long term loans not to exceed \$1,000 to be repaid within five years after graduation, each without interest.

An internship program in international studies has been established at Tulane University through the co-operation of International House and the International Trade Mart of New Orleans. The program is designed to supplement academic training of outstanding students in international relations with actual work experience in agencies specializing in this field.

An improved plan regulating the scheduling of events by campus organizations and placement on the University calendar has been adopted by Washington University. An inter-office report system will facilitate the transfer of various calendar information to and from the master calendar.

Wayne University is giving a thirteen-week series of television programs in co-operation with WJBK-TV. All the programs are produced by members of the university staff with the technical assistance of WJBK-TV personnel.

A major academic change at Western Reserve University "amalgamates" the faculties of the arts and sciences in the Graduate School and the three undergraduate colleges.

Soviet government and policies is a new political science course at Willamette University.

A new policy of counting the major examination at Williams College as one-sixth of the major mark instead of one-third stems from two principal reasons: first, the pressure of acceleration does not provide the time for the regular comprehensive examinations; second, the examinations have been overweighted in past years.

The University of Wisconsin has established a student-faculty conference committee with three faculty members and three student members "to confer and recommend concerning matters of educational interest or educational policies of the University. Recommendations are reported to either the University committee, a group elected to represent the faculty, or directly to the faculty.

A study of honor students over a period of twenty years at the University of Wyoming reveals that only a small percentage of students with high ratings in psychological tests earn honors. The report states that many of the most able students concentrate their efforts on social and extra-curricular activities at the expense of grades and that a fairly large percentage of students are handicapped by emotional and other personal maladjustments.

For the first time in its history, Yale University undergraduates will receive more than a million dollars in financial assistance during the current academic year. Thirty-four per cent of the undergraduates will receive assistance. More than half of the total amount consists of gift scholarships to 922 students with awards ranging from honorary matriculation prizes of \$100 to \$1,400 regional scholarships.

*Reports from Associations, Organizations, and Government Departments*

The Department of the Air Force has approved the establishment of sixty-two new Reserve Officer Training Corps units. Liberal arts colleges and other nonengineering institutions, as well as those which offer engineering programs, are now eligible to be considered for the establishment of Air Force ROTC units. Junior colleges, other non-degree-granting institutions, and colleges exclusively for women are not eligible.

The Commission on Accreditation of Service Experiences, American Council on Education, has reconsidered its policies and recommendations in the light of the current military situation. A statement of its recommendations is printed in "Higher Education," May 1, 1951.

The Conference on Acceleration sponsored by the American Council on Education in March, 1951, was attended by nearly 250 college and university administrative officers. General conclusions reached were that short of full mobilization, there is no justification for compulsory round-the-calendar acceleration in America's colleges and universities. The colleges should, however, co-operate in providing some educational experience for qualified young men prior to their induction in the armed forces.

The Department of Defense has not requested higher institutions to accelerate their academic programs at this time, and neither the Military Academy at West Point nor the Naval Academy at Annapolis has been asked to speed up its educational program. Extensive special training programs taught for the armed forces by colleges and universities are not contemplated at the present time.

The presidents of Brown, Columbia, Harvard, Princeton, and Yale universities, Massachusetts Institute of Technology, and Tufts College have joined in announcing that their institutions are not planning under present conditions to adopt a three-term-a-year accelerated college program. They stated that these colleges would continue the practice of starting the regular freshman year in September. Experience has shown, they stated, that from the point of view of both students and faculty, a 45-week three-term-a-year program is highly unsatisfactory and that intensive acceleration is justified only under war conditions.

Other colleges and universities are planning to accelerate programs for some students. Plans include longer summer terms, year-round quarter systems, three-semester-a-year plans, admission of students in June, and summer courses for beginning freshmen.

A new organization, the Association of Teacher Education Institutions, was organized on a permanent basis in Chicago in March.

The British Information Service reports that peacetime universal military training was first introduced in Britain shortly before the outbreak of World War II in 1939. Today, under the National Service Acts, all men between the ages of 18 and 26 (30 for medical and dental practitioners) are subject to training and service with the armed forces for a period of two years full time.

Arrangements have been made for the deferment of students at, or intending to proceed to, universities and university colleges, agricultural, medical, dental, and veterinary colleges, technical colleges, and certain other institutions of further education.

"Five Major Events" in U.S. higher education in the past 100 years, according to Oliver C. Carmichael, the Carnegie Foundation for the Ad-

vancement of Teaching are: (1) Growth of land-grant colleges "through which the U.S. announced that higher education is not alone for the well-to-do but also for the farmer and industrial worker." (2) Trend toward a flexible curriculum, through the elective system, "which attracted large numbers of students to college and introduced a profusion of courses." (3) Expansion of university research. (4) Spread of general education, and (5) Change-over of the junior college into the community college. During the next fifty years, community college expansion will exceed that of any other phase of higher education, Dr. Carmichael predicted.

The Carnegie Corporation will expand the program of internships in general education to include Yale, Harvard, and Chicago, as well as Columbia Universities. Under the broadened program, twelve visiting teachers will be invited to the four participating institutions next fall to study and participate in the general education courses. Each visiting professor will devote one third of his time to actual teaching.

The Commission on Financing Higher Education reports that "If costs continue to rise, the experience of recent years indicates that colleges and universities will be forced to increase student charges further. Higher fees may reverse the trend toward equality of educational opportunity in this country and make ability to pay a more important condition of admission than ability to think."

Twenty-five colleges and universities in the United States are now accredited for professional instruction in forestry by the Council of the Society of American Foresters.

Twelve institutions of higher learning are now ready for building and construction permits in television as soon as the Federal Communications Commission lifts its "freeze."

In an experiment designed to provide two years of liberal education prior to military service, Chicago, Columbia, Wisconsin, and Yale Universities will admit fifty young men under 16½ years of age next September. The Fund for the Advancement of Education will provide pre-induction scholarships in liberal education for these students. At least three-fifths of the students will not have completed high school. The scholarships will be offered on a national basis, irrespective of financial need. Cash grants for maintenance will be provided according to financial need up to a maximum of \$1,000 a year.

The Institute of International Education, Inc., in a bulletin, "Education for One World," reports the annual census of foreign students in the United States, 1950-51. There are 29,813 students from abroad studying this year in our higher institutions of learning coming from 121 countries and areas of the world. Largest contingents are from Canada, 4,498; China, 3,549; Germany, 1,264; Mexico, 871; and the Philippine Islands, 839. Every state in the Union, Alaska, the Canal Zone, Hawaii, and Puerto Rico have foreign students, with New York and California leading with 30 per cent of the total. Every field of study is represented. The investment totals approximately 75 millions. Figures for the years, 1923-1947, are included in the study.

In the interest of inducing a study of the workings of the United Nations, the National Education Association has established the United Nations Education Service which will provide a source of firsthand information and suggestions for teachers at all grade levels.

The New York *Times*, in co-operation with the New York City Board of Education, offers an in-service course, "Education and the News," intended to provide teachers with a better background for interpreting current events to pupils and to give them a clearer understanding of the underlying factors that make news.

The 1950 Annual Report of the U. S. Office of Education covers the progress in American education during 1950 and reviews the demands on schools and colleges in midcentury.

The Office of Education has been reorganized with operating divisions reduced from eight to three. The new units, each headed by an Assistant Commissioner, are: (1) Division of State and Local School Systems; (2) Division of Vocational Education; and (3) Division of Higher Education.

John Dale Russell, formerly Director of the Division of Higher Education, has been named Assistant Commissioner in charge of the reorganized Division of Higher Education.

The Office of Education reports in Circular 282, "Earned Degrees Conferred by Higher Educational Institutions, 1949-50," that almost a half million students received bachelor's, master's, or doctor's degrees last year in 1,294 institutions. This is 17.9 per cent more than the number granted in 1948-49 and more than double the prewar high of about 216,000. The study reports degrees conferred by institution, level of degree, and sex of recipient and also by field, by institution, level of degree, and sex of recipient.

Facilities of colleges and universities, which can be used to serve the

needs of the armed services and the Federal Government for purposes of national defense, are being inventoried by the U. S. Office of Education.

The Office of Education reports in "Higher Education" May 15, 1951, on a study, "Planned Reductions in College and University Faculties for 1951-52." Information concerning plans for faculty reductions for financial reasons was received from 1374 of the 1888 institutions receiving a questionnaire. Of those reporting, 35.5 percent are planning some faculty reductions, with the largest in liberal arts colleges (53.2 per cent) and in universities (44.8 per cent). Proportionately fewer publicly supported institutions than privately supported plan to reduce faculties. The institutions planning reductions indicate the number will be about nine per cent. If this percentage holds for all higher institutions, there will be a loss of approximately 7,000 faculty members for financial reasons.

Southern institutions have appointed a committee to expedite effective relationships with the Federal government on scientific research, training, civil defense, priorities, and other areas in mobilization.

The Western states and territories have taken steps to co-operate in providing certain educational services which some of them could not otherwise have. A compact has been drawn up and is now being considered. It follows the plan recently adopted in the South.

#### *News Concerning Registrars and Admissions Officers*

William F. Adams, Dean of Admissions and Records, University of Alabama, has been elected an honorary member of Omicron Delta Kappa.

John W. Atherton, Assistant Professor of English, Claremont Men's College, has been appointed Director of Admissions, succeeding John L. Henninger, resigned.

Ewald B. Nyquist, Director of University Admissions at Columbia University, has been appointed Assistant Commissioner for Higher Education in the New York State Education Department.

The Reverend Richard H. Winters, Director of Admissions, Franklin and Marshall College, succeeds John K. DeBold, resigned.

William White Colvert, Associate Professor of Physics at Illinois Institute of Technology, has been named Registrar. He has been associated with the institution and its forerunner, Armour Institute of Technology, for thirty-two years.

George Schum, Assistant Director of Admissions, Lake Forest College, has been Admissions Counselor at Illinois Institute of Technology since 1948.



Otis Cary, a graduate student in Yale University, has been appointed Registrar of the International Christian University in Japan.

Ronald B. Thompson, Registrar and Examiner, Ohio State University, delivered the commencement address at Mexico City College on June 7. His subject was "Education for What?"

Registrar R. A. Haatvedt, of Luther College, who was in the Organized Reserve of the U. S. Navy has been called back to active duty in the Intelligence Division. Lt. Commander Haatvedt will serve as instructor in the Naval School for training Naval officers in the Intelligence Division of the Navy at Anacostia in Washington, D.C. O. W. Qualley, Dean of College, has been appointed registrar in Professor Haatvedt's absence. Professor Haatvedt is on leave of absence.

Mrs. Marie Huff, Registrar and Secretary to the President of Pasadena College, died in December of a heart attack. She had served the institution since 1935.

Sister M. Gretchen of the Department of English, the College of Saint Teresa, succeeded Sister Mary as Registrar. Sister Mary, who had held the post since 1930, was recently elected Councilor and General Secretary of the Sisters of the Third Order Regular of Saint Francis, Rochester, Minnesota.

As usual, COLLEGE AND UNIVERSITY will publish in its October number the Directory of Registrars and Admissions Officers in member institutions. Please look at your listing in the issue for October, 1950. If it is incorrect or incomplete, *please send a correction to the Editor*. Even where membership is held in the name of the institution or the office, we prefer to list the name of the individual wherever possible. Note that this is a Directory and not merely a membership list. However, more than one name will be listed only where a corresponding number of memberships is held.

## Employment Service

The AACRAO has established a Committee on Placement Information to serve as a clearing-house for those seeking employment and those with vacancies to fill. The persons listed below are registered with this committee. Additional listings may be sent either to the Editor, at the *Office of the Registrar, Miami University, Oxford, Ohio*, or to the Chairman of the Committee, Mr. George W. Rosenlof, *University of Nebraska, Lincoln, Neb.* The registration fee is \$3.00 which includes one publication on this page. Persons listing their names with the Committee on Placement should send with their application for listing, a copy of the advertisement (limited to 50 words) which they wish to insert. For additional insertions beyond the first the charge is \$1.00 per issue. Remittance in full in favor of the American Association of Collegiate Registrars and Admissions Officers should accompany the application.

The Committee on Placement Information is not an employment agency, and neither the Association nor its committee assumes any obligation as to qualifications of prospective employees or responsibility of employers. It is expected that at least some reply will be made to all those answering announcements.

Inquiries from prospective employers should be directed to Mr. Rosenlof at the address given above.

**POSITION WANTED:** As Registrar or Dean. Man, married, with B.S. and M.A., plus one year on doctorate. Seven years Registrar, Director of Admissions, and Assistant to President. Employed but prefer change. Business Administration undergraduate major; Administration graduate major. Successful teacher and adviser. Protestant. Address Tim, care Editor. (4-4)

**POSITION WANTED:** As Registrar or Dean, widow with B.A. and M.A. degrees. Six years as Recorder, Assistant Bursar and Registrar. Fifteen years as Registrar of University. Successful as Director of Admissions and Adviser. Available now. Honor graduate; undergraduate and graduate majors in education, journalism, and English. Protestant. Address IV, care Editor. (1/1)

### AACRAO ANNOUNCEMENT

### EMPLOYMENT SERVICE

AACRAO President John Fellows announces the consolidation of our Association "Employment Service" activities with those of the former Committee on Evaluation, the group to be known under a new title as the Committee on Professional Development. R. E. McWhinnie continues as Chairman of Professional Development, with Dr. R. Fred Thomason assuming the responsibility of Employment Service activities for AACRAO. College and University Presidents, Registrars and Admissions Directors, and interested staff members available for vacancies are invited to write Dr. Thomason at the University of Tennessee at Knoxville with reference to employment needs in the Registrars-Admissions area.

July 23, 1951

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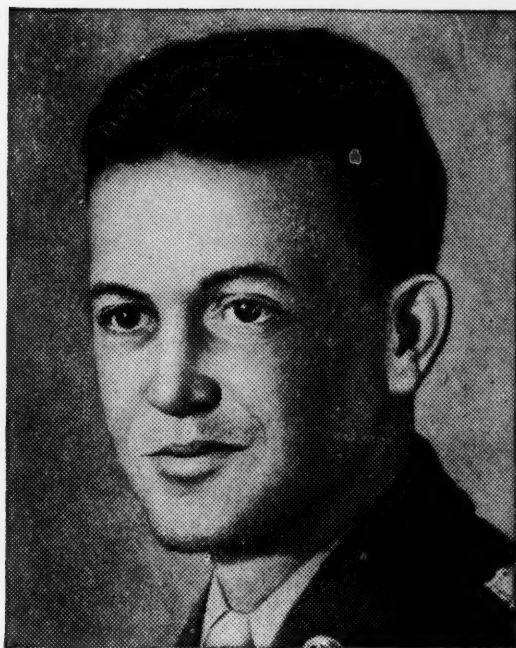
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Seyler, Earl, 830  
Sheffield, Edward F., 580  
Sifferd, Calvin S., 765  
Smith, Ira M., 10.3, 460  
Smyser, W. C., 840  
Stuit, Dewey B., 440  
Summers, R. E., 640  
Sutherland, R. L., 610  
Toner, Ethelyn, 10.3  
Trudeau, Brigadier General Arthur G., 560  
Tuttle, G. P., 10.3  
Williamson, E. G., 580  
Wolhaupter, Hazel L., 610  
Wood, Hugh B., 810

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# Medal of Honor



Master Sergeant Travis Watkins, of Gladewater, Texas—Medal of Honor. On September 3, 1950, near Yongsan, Korea, Sergeant Watkins was wounded and paralyzed from the waist down. Ordering his squad to pull out and leave him, he stayed behind and died covering their withdrawal.

Sergeant Watkins gave his life for freedom. What can you do?

This. You can begin today to do your full share in defense of the country *he* defended so far "above and beyond the call of duty" by buying more . . . and more . . . and more United States Defense\* Bonds.

For your Defense Bonds strengthen America. And if you will make our country strong enough now, American boys may never have to give their lives again.

Remember that when you're buying bonds for national defense, you're also building a personal reserve of cash savings. Remember, too, that if you don't save *regularly*, you generally don't save at all. So go to your company's pay office—now—and sign up to buy Defense Bonds through the Payroll Savings Plan. Don't forget that now *every*

*United States Series E Bond* you own automatically goes on earning interest for 20 years from date of purchase instead of 10 as before. This means, for example, that a Bond you bought for \$18.75 can return you not just \$25 but as much as \$33.33! For your country's security, and your own, buy U. S. Defense Bonds now!

***\*U.S. Savings Bonds are Defense Bonds - Buy them regularly!***

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# COLLEGE AND UNIVERSITY

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*and* Admissions Officers

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*The  
American Association of  
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*THIRTY-SEVENTH  
NATIONAL CONVENTION*



*Annual Banquet*



*The Rice Hotel, Houston, Texas  
April 17, 1951*



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Colorado Hearts of Celery   Ripe and Green Queen Olives

Charcoal Broiled T-Bone Steak  
Sauce Bercy

Idaho Potato Baked

New Baby Lima Beans

Lettuce and Tomato Salad  
Thousand Island Dressing

Strawberry Maringue Glace

Coffee

Special Longhorn Rolls





